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ABSTRACT

This guide is designed to provide direction for school districts required to develop their own competency-based education programs in social studies. The ultimate purpose is to enhance the quality of social studies learning in the state of Ohio. The introductory sections, while useful for social studies teachers, also are designed to provide direction for those responsible for developing the social studies program. The guide provides specification of the following for grades pre-kindergarten through twelve: (1) "Suggested Instructional Objectives"; (2) "Suggested Performance Objectives"; (3) "Recommended Strategies for Assessments"; and (4) "A Recommended Program of Intervention Services." The guide is organized around six strands: (1) "American Heritage"; (2) "People in Societies"; (3) "World Interactions"; (4) "Decision Making and Resources"; (5) "Democratic Processes"; and (6) "Citizenship Rights and Responsibilities." The guide also addresses Social Studies philosophy, mission, and goals; curriculum considerations; and instructional considerations. The guide also features a glossary for students, and the current learning outcomes correlation for the 4th-, 6th-, 9th-, and 12th-grade Citizenship Proficiency Tests as adopted by the State Board of Education. Contains 21 references. (EH)

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# SOCIAL STUDIES

## Ohio's Model Competency-Based Program

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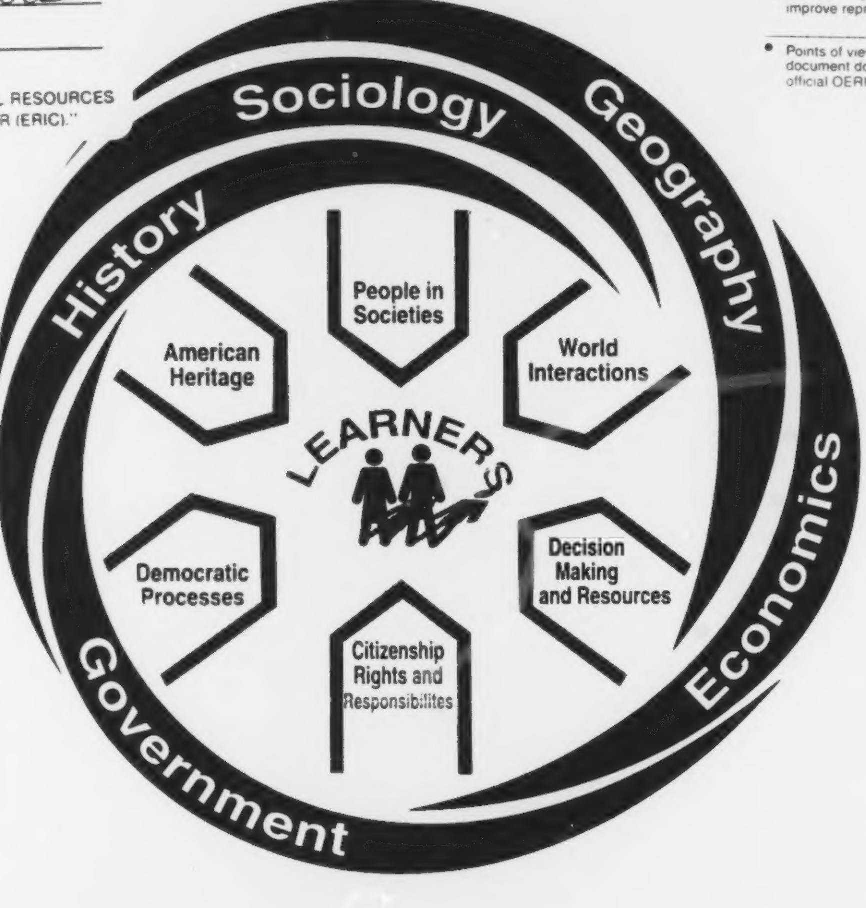
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Kent J. Minor
*Social Studies Consultant*
*Division of Curriculum, Instruction, and Professional Development*

William J. Muthig
*Social Studies Consultant*
*Division of Assessment and Evaluation*

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## Social Studies Advisory Committee

Jim Lane, Chair
Orange City Schools

Carl Ubbelohde, Chair
Case Western Reserve University

John Ahern
University of Toledo

Toshi Amino
Honda of America

Paul Bettinger
Champaign Telephone Co.

Carl Broberg
Ohio Municipal League

Coburn Carlisle
Lima City Schools

Rosemarie Eckman
Mahoning County Schools

Mike Freeland
Jackson Local Schools

Michael Fuller
Miami University

Kim Hess
Toledo City Schools

William Jenkins
Nordonia Hills City Schools

Robert Jewett
Retired

Abbejean Kehler
Ohio Council on Economic Education

Dan Langen
Oak Hills Local Schools

Stuart Lazarus
Learning Design Associates, Inc.

Linda Lillie
Muskingum Area Technical College

Dan McCarthy
Berlin-Milan Local Schools

Nadine McIlwain
Alliance City Schools

Merry Merryfield
Ohio State University

Dean Moore
Hamilton County Schools

Debra Hallock Phillips
Ohio Center for Law-Related Education

Elaine Reed
National Council for History Education

Jo Ann Rice
Ohio Congress of Parents and Teachers

Charles Saunders
Ashland Chemical Co.

Deborah J. Smith
Milford Exempted Village Schools

W. Randy Smith
Ohio Geographic Alliance

Mark Stewart
Columbus City Schools

Lori Urogdy Eiler
East Cleveland City Schools

James Whiteman
Fulton County Schools

The Ohio Department of Education wishes to thank committee members who advised the development of ***Social Studies: Ohio's Model Competency-Based Program.***

## SOCIAL STUDIES STAFF SUPPORT COMMITTEE

James V. Bina, *Consultant*
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Division of Curriculum,
Instruction, and Professional
Development

## SOCIAL STUDIES WRITING SUBCOMMITTEE

Kent J. Minor, *Consultant*
Division of Curriculum,
Instruction, and Professional
Development

William J. Muthig, *Consultant*
Division of Assessment
and Evaluation

Frank L. Schiraldi, *Assistant Director*
Division of Curriculum,
Instruction, and Professional
Development

# FOREWORD

In 1983, the State Board of Education responded to the public's increasing expectations for learning by requiring competency-based education in English composition, mathematics, and reading. As a result, the conditions necessary to promote a general education of high quality in all chartered schools have improved markedly. Such improvement is only possible when well-structured local and state leadership recognizes that the responsibility for providing direction to the system of education in the state must accommodate the flexibility necessary to establish educational programs that are responsive to local needs. Education in Ohio has benefited immeasurably as a result of this understanding.

The need for the educational community to be able to document, in language easily understood by the general public, the status of educational progress, is becoming increasingly important. In response to this need, the 118th General Assembly enacted Sections 3301.0715 and 3301.0716 of the Revised Code, which require the board of education of each city, local, and exempted village school district to implement a competency-based education program for grades one through twelve of the district. Subsequently, the General Assembly authorized the State Board of Education to extend the requirements of competency-based education to other academic disciplines as appropriate. In March, 1992, the State Board of Education resolved its intent to extend competency-based education to science and social studies, and directed the Ohio Department of Education to prepare model programs in each discipline.

It is the responsibility of city, local, exempted village, and joint vocational school districts to develop and implement competency-based education programs. Model competency-based education programs adopted by the State Board of Education are provided to guide the development of the required component elements, including:

a. performance objectives for each grade level for composition, mathematics, reading, science and social studies;
b. instruction at each grade level designed to ensure that the specified performance objectives can be attained;
c. provisions for periodic assessment (including annual district-wide grade-level assessments in grades one through eight) of learner performance to measure progress toward achieving the specified performance objectives; and
d. a program of intervention services for those who are failing to make satisfactory progress toward achieving the specified performance objectives.

The quality of locally developed curricula has never been better. These efforts are acknowledged and commended. We cannot, however, be satisfied with past and current successes. The need to design and implement a curriculum that reflects important and dramatic changes in our society is clear and requires that we be responsive to the educational implications of those changes. These model programs have been designed to improve student achievement, improve the quality of curriculum and instruction, and strengthen school and community relationships through better communication. Appreciation is extended to those educators who contributed to the development of these competency-based education programs by sharing their time, expertise, and materials. Appreciation is also extended to staff members who worked untold hours to make these programs possible.

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# INTRODUCTION

*Social Studies: Ohio's Model Competency-Based Program* is not intended to be used directly by teachers as an instructional guide. Rather, it is designed to provide direction for school districts required to develop their own competency-based education programs. A great deal of flexibility is afforded to school districts in terms of formatting, grade-clustering, specification of conditions and criteria for performance, and other specifications. These areas should reflect the policies, procedures, and philosophical perspectives of district educators and policy-makers.

The ultimate purpose of the *Social Studies: Ohio's Model Competency-Based Program* is to enhance the quality of social studies learning. In order to achieve this purpose, school personnel, including social studies teachers and those responsible for curriculum development, have different but complementary roles. The *Model* provides guidance for both. Teachers must be able to translate the grade-level performance objectives into social studies learning experiences that assure that learners are achieving and are challenged to the limits of their abilities. Teachers must be able to assess learner success in terms of both processes and products which focus upon clusters of skills, multiple attempts to understand and communicate, and social studies competence that emerges over time. The grade-level performance objectives are designed to inform instructional practice and are especially important to social studies teachers.

Teachers and administrators alike should become familiar with each of the sections in the *Model*. The personnel responsible for curriculum development and competency-based education must be able to view the entire program holistically, yet work to facilitate implementation of the component parts. The introductory sections which follow immediately, while useful for social studies teachers, are also designed to provide direction for those responsible for developing the social studies program. In order to help school districts develop the elements of a competency-based education program, the State Board of Education has established the *Social Studies: Ohio's Model Competency-Based Program* which includes specification of all of the following for grades prekindergarten through twelve:

1. Suggested instructional objectives;
2. Suggested performance objectives;
3. Recommended strategies for assessments; and
4. A recommended program of intervention services.

## Development of the *Model*

The *Social Studies: Ohio's Model Competency-Based Program* was developed during a two-year period, September, 1992–November, 1994. Following the framework for the development of state curricula adopted by the State Board of Education in March, 1992, two committees were formed, an Advisory Committee and a Staff Support Committee. They began their work late in the summer of 1992. The members of these committees are listed under "Acknowledgements".

Co-chaired by Jim Lane and Carl Ubbelohde, the Advisory Committee met monthly during the 1992-93 school year and as needed during the following year. This committee advised the development of the *Model* by generating ideas about the constitution of an excellent social studies program, responding to drafts of various parts of the *Model* as they were developed, and ultimately reacting to the complete *Model*.

The Staff Support Committee provided assistance and support to the development of the *Model*. The primary writers of the *Model* were Kent J. Minor and William J. Muthig, assisted and counseled by Frank L. Schiraldi.

In the fall of 1993, a draft of the Model was distributed throughout Ohio and to almost one hundred national experts for review. More than sixteen hundred people in Ohio responded with helpful information. The list of national reviewers is in Appendix B. The suggestions generated by these reviews were utilized by the writing team in revising the draft. Four focus groups of educators were convened to assist in the revisions based on the comments in the reviews.

In June, 1994 the Advisory Committee held its final meeting. It indicated its support for the *Model* and its belief that the *Model* was ready to be presented to the State Board of Education for adoption. The *Social Studies: Ohio's Model Competency-Based Program* was introduced to the State Board of Education at its meeting in September, 1994 and was adopted by the State Board in November, 1994.

## *Model* Curriculum

A major objective of competency-based education is to better guarantee correspondence among the written, implemented, and assessed curricula in Ohio schools. It cannot be assumed, however, that the translation of the written curriculum to the taught curriculum to the attained curriculum can be accomplished without a focused effort. That effort must begin with the development and implementation by school districts of curriculum and instruction based upon the most current knowledge bases. The curriculum should be comprehensive in scope, and sequenced so as to provide developmentally appropriate instruction as necessary throughout the prekindergarten-12 program.

The *Social Studies: Ohio's Model Competency-Based Program*, including all prescribed elements, provides Ohio school districts with such a focus. The *Model* reflects the most generally accepted research bases, programmatic (prekindergarten-12) scope, effective developmental processes, and relevant assessment practices. It outlines essential learning experiences that reflect the philosophy and goals for the program. It is designed to provide guidance for the development of district curriculum and competency-based education programs, the selection of instructional materials, and the design of professional development programs.

Seven principles outline the spirit and intent of the *Model*. These principles should guide local curriculum development and instructional decision-making.

1. The social studies program is for all learners and should relate to the maturity and concerns of the learners.

2. The social studies program should be articulated from prekindergarten through grade 12.

3. Social studies content should be grounded in the National Standards Projects for Social Studies, History, Geography, Economics, and Civics and Government as these projects are completed and should reflect the six strands of the *Model*.

4. The instructional process should actively engage learners and should utilize a variety of learning resources.

5. The social studies program should emphasize higher order thinking skills.

6. Assessment should be valid for the objectives of the program and tied to intervention efforts.

7. The social studies program should prepare learners for a lifetime of learning.

## Instructional Objectives

*Social Studies: Ohio's Model Competency-Based Program* provides instructional objectives for each grade level. These instructional objectives are indicators of what students should know and be able to do at a particular level of their educational experience. They help to determine the learning activities that will be conducted at each level. The model curriculum also includes comments and suggestions to aid instructional decision-making based upon these objectives.

Even the most clearly defined objectives, however, can provide only the structure necessary to achieve educational excellence. Instruction is the vital force in the process. The State Board of Education recognizes that instructional decision-making is best left in the hands of classroom teachers as they implement the locally-approved course of study.

## Performance Objectives

Performance objectives contained in the *Model* represent the essential rather than the minimal knowledge and skills necessary for learners to be successful at the next level of their educational experience and ultimately in reaching the goals of the social studies program. They serve as benchmarks of achievement and guide the development of classroom-based and district-wide assessments. The performance objectives for social studies have been generated from grade-level instructional objectives included in the *Model*.

Performance objectives may be drawn from specific instructional objectives or they may be abstracted from a combination of instructional objectives. They all, however, contain a specific description of how learners can demonstrate what they know and can do. Generally, three levels of performance objectives can be written — knowledge/skill, conceptual, and application. The grade-level performance objectives presented in the *Model* are illustrative of a broad range of possible performance objectives. Curriculum committees should use their grade-level instructional objectives and the examples of performance objectives in the *Model* to create performance objectives for their districts.

Performance objectives should not be limited to lower cognitive-level behaviors and should not be written exclusively in a behavioral format. Each objective should be specific enough to describe the level of performance expected at the appropriate level of sophistication for the learner. The performance objectives presented in the *Model* do not establish levels of success. Local curriculum committees will establish performance criteria and standards as part of their performance objectives. With this information, teachers and learners can determine the level of achievement relative to a specific objective.

## Assessment

In addition to instruction focused on learner achievement of the specified performance objectives, competency-based education requires assessment of student progress. A clear distinction is made between the standardized administration of annual district-wide, grade-level assessments, grades one through eight, and ongoing assessment of student progress in the classroom. Both are critically important components of competency-based education and must be addressed. The use of assessment data for instruction, evaluation, intervention, guidance, and promotion must be specified by each school district in written guidelines.

The annual district-wide, grade-level assessments in grades one through eight must be administered in a standardized fashion. Standardized administration means all students at each grade-level throughout the district receive the same assessment, it is scored in the same manner, and is administered in an appropriate time frame. These assessments may be developed around all or a portion of the appropriate grade-level performance objectives as a basis for determining student success.

Large-scale assessments, including district-wide tests for competency-based education, are best used to inform policy making relevant to curricular programs. They are necessarily formal and objective, time- and cost-efficient, widely applicable, and centrally processed. The proficiency tests required of students in grades four, six, and nine may very well serve to meet the district-wide, grade-level assessment requirements of competency-based education.

Informed decisions about individual students, including the need for intervention services, are best accomplished through assessment strategies conducted at the classroom level. Current models of learning based on cognitive psychology contend that learners gain understanding when they construct their own knowledge and develop their own cognitive maps of the connections among concepts and facts. It is possible, therefore, to assess students' thinking processes in useful and undistorted ways. Teacher observations and other assessment activities implemented in the classroom may be less reliable (in a statistical sense) than standardized tests, but the accumulation of data gathered about individual students in the course of a school year has much more accuracy in terms of student learning. In short, it is essential that use is made of the wealth of data teachers themselves can provide about their students.

Teachers should not set aside good instruction to prepare students to take a test. Instead, good instruction itself should be the best preparation. Assessments designed to support instruction may be characterized as informal, adapted to local context, locally scored, sensitive to short-term change in students' performance, and meaningful to students. Classroom assessments may include projects, presentations, interviews, observations, student self-assessments, and portfolios of student work. Assessment tasks should be designed to closely resemble real learning tasks. These assessments can provide students, teachers, and parents immediate, detailed, and complex feedback.

Indicators of competence, such as those which follow, should be used as the bases for making decisions about individual student achievement on prescribed performance objectives. Suggested indicators include:

**Coherence of Knowledge**. Assessment should tap the connectedness of concepts and the student's ability to access interrelated chunks of information. Student understanding should be demonstrably integrated and structured.

**Reasoned Decision Making**. Assessment should focus upon the underlying thought processes needed to make decisions rather than the surface features of a task.

**Knowledge Use**. Complete understanding includes knowing the conditions that mediate the use of knowledge. Assessment should determine students' capacity to do so.

**Automatized Skills**. Assessment should determine the degree to which students integrate basic component skills into total performance.

**Metacognitive or Self-Regulatory Skills**. Assessment should determine whether students are able to monitor their own understanding, use strategies to make questions comprehensible, evaluate the relevance of accessible knowledge, and verify their own conclusions.

## Intervention Services

Recognizing that alternative or supplemental action designed to remediate, reinforce, or extend student learning relative to the specified performance objectives will sometimes be necessary, suggested intervention services have been identified for social studies. The teacher must be able to identify the need for intervention, design the instructional form it will take, and implement the action. This intervention requires a great deal of skill in classroom remediation, reinforcement, and enrichment techniques. Teachers must have the capacity to use content material for these activities, instruct for specific skill/knowledge deficiencies, and group students for special needs. The ability to understand and use various diagnostic instruments, analyze assessment data, and teach prescriptively is a critical element of effective intervention.

## Reporting Requirements

School districts are required annually by July 31 to collect, compile, and make available to the State Board of Education, upon request, all of the following:

Copies of the assessment instruments, by grade level, used during the preceding school year to determine student progress toward achieving the specified performance objectives, including information about the dates and methods of administration of the instruments and the methods of scoring or standards used for evaluating the results to determine whether or not students have made satisfactory progress toward achieving the objectives;

Data on the number and percentage of students, by grade level (one through eight) and by school building, who were shown by the assessment instruments not to have made satisfactory progress toward achieving the objectives during the preceding school year (final course grades must be reported for students in grades nine through twelve);

Information about the types, and a description of each type, of intervention services available to students who were shown by the assessment instruments not to have made satisfactory progress toward achieving the specified objectives; and data by grade level and by school building on the number of students who received each type of intervention service during the preceding school year;

Estimates of the cost of providing intervention services to those students who were shown by the assessment instruments not to have made satisfactory progress toward achieving the objectives and who are not receiving intervention services, and the basis on which such costs were estimated;

Additionally, school districts must provide for making this information, excluding copies of assessment instruments, available for inspection by the public at the district board's offices. Copies of the information must be provided to any person upon request, and a reasonable fee may be charged for the cost of reproducing the information.

## Annual Report

The State Board of Education will publish an annual report of Ohio's competency-based education programs. The report will reflect any data received from school districts as well as the results from any on-site evaluations conducted during the preceding school year. Copies of the report will be sent to each district board of education that will in turn make the report available to the general public for examination at the district's offices. The district will make copies of the report available to any person upon request, and a reasonable fee may be charged for the cost of reproducing the report.

# PHILOSOPHY

The primary purpose of the prekindergarten through high school social studies program is to help young people understand, through the study of the past and present, what it means to be a human being in society and develop the ability to make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world of finite resources. Social studies is a vital part of the curriculum as it embraces the context within which future adults will act as they apply the knowledge and skills gained from the rest of their school experiences. These future adults must be knowledgeable, thoughtful, participating citizens in many contexts: as members of families, as producers and consumers in the marketplace, as participants in associations, as constituents of different levels of governments, and as members of the global community. They should be able to use their knowledge and skills to solve problems and make decisions.

Social studies is more than a collection of separate disciplines to be offered in a piecemeal fashion throughout a child's schooling. Social studies utilizes the integrated study of social sciences and humanities to accomplish its aims. Economics, geography, government, history, and sociology form a framework so that the skills and methodologies of social studies can contribute to real-life learning opportunities.

This integrated study is articulated across grade levels to achieve the purpose of the program, the promotion of civic competence. Civic competence means the ability and desire to be fully engaged in the activities of society. This requires the development of appropriate knowledge, utilization of participatory skills, and adherence to democratic principles.

All children can learn the concepts, skills, and habits of mind associated with the social studies. Social studies should enable all learners to develop their abilities to the utmost. The stimuli we expect students to use to create knowledge should be developmentally appropriate for the ages of the students involved. The skills we expect students to use should be experienced and practiced repeatedly in relevant situations. And the democratic principles we expect students to apply should be internalized. The social studies program must engage learners in situations which call upon their knowledge, require them to use their skills, and ask them to respond according to democratic principles.

# SOCIAL STUDIES MISSION AND GOALS

The mission of the prekindergarten through high school social studies program is to help young people understand, through the study of the past and present, what it means to be a human being in society and develop the ability to make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world of finite resources. The identification of goals is meant to facilitate the mission of the social studies by providing points of focus.

The following goals represent the culmination of social studies instruction and should be used as beacons to guide the development of a consistent and articulated program. The goals are supported by grade-level instructional objectives organized in six strands. Planning a social studies program should allow for integrative approaches in using the disciplines to address the objectives and further the attainment of the goals.

**GOAL 1: To enable learners to gather and interpret information using perspectives from appropriate fields of social studies, to use methods and skills drawn from the social studies, and to actively engage in learning.**

The learner will:

1. use current resources and technology to gather information
2. read and make inferences based upon information drawn from a variety of sources (e.g. primary documents, maps, charts, data bases, interviews, art, literature)
3. analyze and evaluate resources for relevance, authenticity, and credibility
4. identify, develop, and examine issues by applying ideas and methods of the social studies
5. examine a topic and create an original presentation about the topic
6. demonstrate curiosity, open-mindedness, skepticism, and ethical behavior in inquiry based upon the social studies
7. effectively communicate using appropriate facts, generalizations, concepts, and terminology from social studies fields

**GOAL 2: To enable learners to explain how the world's people cope with the challenges of existence, examine issues from multiple perspectives, and respond to individual and cultural diversity.**

The learner will:

1. use economic, geographic, historical, and political, understandings to examine how people address questions of existence
2. explore a topic by using the social studies and other disciplines
3. examine issues by using diverse perspectives (e.g. ideology, culture, ethnicity, individuals in history) to interpret information
4. recognize the global and interdependent nature of many issues
5. appreciate the historical and contemporary influences on the individual and on groups
6. identify aspects of diversity, as well as cohesion, among individuals and groups

**GOAL 3: To enable learners to work with others, make informed judgments and decisions, and act in accordance with democratic processes and principles.**

The learner will:

1. work independently to accomplish goals
2. work cooperatively (both as a participant and as a leader) to accomplish common goals
3. construct reasoned judgments to support, reject, or generate alternative issue positions
4. advocate a choice (using evidence-based decision making) and act accordingly
5. use democratic principles to guide the exercise of the rights and responsibilities of citizenship
6. apply knowledge of how groups and institutions work to meet individual needs and promote the common good

# CURRICULUM CONSIDERATIONS

One of the interesting aspects of developing curriculum in social studies is the approach to establishing a scope and sequence. There is no universal agreement within the social studies community as to what constitutes the best scope and sequence. For example, the National Council for the Social Studies[1] recommended three alternative models and the Bradley Commission[2] suggested three possible scope and sequences for the elementary grades and posited four alternatives for the secondary level. Currently, there are national standards developed for civics and government, geography, history, and social studies; each with a unique K-12 scope and sequence. Economics standards are being developed.

## Curriculum Impacts Instruction

However, despite the diversity in perspectives, the reports agree that social studies curriculum must be developed in such a way as to enable teachers to provide more in-depth instruction to students. While the instructional aspects are dealt with elsewhere in this *Model,* the curriculum must provide the basis for instruction that presents students with opportunities to develop skills in social studies so that they may learn to think critically about the content being presented.

This approach to curriculum and instruction negates two myths about what constitutes a quality program. Social studies instruction must be much more than the presentation and memorization of factual information. The curriculum must provide opportunities for students to utilize the factual content in ways that make sense to them so that the content has real meaning. Objectives should be developed to enable this to occur. Social studies should provide for in-depth instruction rather than repeated superficial coverages of the same information. There is no evidence that the latter helps students retain that knowledge long after the instruction has occurred. Yet many social studies programs are organized around this premise and students in these schools have several superficial exposures to various events, often to the exclusion of other extremely vital information.

If instruction is to be meaningful, then the scope of what is to be learned at each grade level must be manageable. With the possible exception of primary grades, teachers have been presented with too much to cover in a single school year. It is unrealistic to expect students to learn from Mayans to moonwalking or to learn everything around the world in 180 days. Clearly, other patterns of organizing the curriculum must be considered to provide opportunities for meaningful instruction. One possibility is to allow for an increase in the 120 hours of instructional time that is usually devoted to teach particular subjects. Another is to utilize several grade levels to teach courses that have grown too large for one year's instruction. Many of the scope and sequence reports present examples of how to do that.

It is important to recognize that not every fact in social studies is important for students to learn. As curriculum is developed, consideration should be given to include content that is vital, that will contribute to the student's development as a participating citizen in a democratic society and interdependent world. There is important knowledge that students will need to have during a lifetime of citizenship. For example, citizens in the United States will need to be much more knowledgeable about cultures, events, and economic development of nations around the world. As technology continues to improve, we will be increasingly in contact with citizens of other nations and citizens of the United States must be as informed about others as they are of us. Future citizens must be capable of utilizing skills learned in dealing with issues that will confront them in the future, both within the United States and in an international context.

## Scope and Sequence in This *Model*

The scope and sequence in *Social Studies: Ohio's Model Competency-Based Program* is based on the premise that in order to provide students with the opportunity to learn in greater depth and to be able to think critically about the content they are learning, teachers must be provided with a narrower scope at each grade level. This *Model* presents one way of achieving that goal.

Prekindergarten through grade 2 focuses on developing knowledge and skills in the various social studies to provide a foundation for later grades. Students will address each of the six strands as they learn about themselves, their families, schools, and communities. Opportunities exist for students to learn about the various communities in which they live and to make comparisons with cultures in other parts of the world.

Grades 3 through 6 provide instruction in each of the strands as students study their communities, state, the nation, and the world. Opportunities should be provided for integrated instruction within the social studies and interdisciplinary instruction with other disciplines, particularly combining literature and social studies.

Grades 7 through 10 provide four years of study with unified world and United States history as a backdrop. This sequence provides the opportunity to teach social studies in a chronological sequence and helps students see the connections between their nation's history and that of the rest of the world. In reality, these traditionally separate courses are part of one history.

Grades 11 and 12 offer students in-depth instruction in government and economics and provide them the opportunity to examine significant issues from the perspectives of the various social studies disciplines. Utilizing these disciplines, they will examine alternative solutions to problems and seek to influence policy makers to implement their solutions.

This scope and sequence provides an opportunity for students to attain the knowledge and skills necessary to achieve the purposes and goals stated previously in this *Model*. This scope and sequence presents a target for districts to move toward. It is recognized that some districts may need to progress toward that target in incremental steps. In the interim, their program may consist of some modification of the scope and sequence presented in this *Model*.

In grades 7 - 10 this *Model* follows one of the suggestions of the National Commission on Social Studies in the Schools[3] and combines United States and world studies into a four-year sequence about people around the world. The United States appears as a part of the larger story. This resolves two problems that exist in most social studies curricula. First, it provides the opportunity for students to learn history in a continuous chronology rather than a series of segmented and overlapping time periods. Second, it corrects the misconception common to many programs that there are two different histories, one for the United States and another for the rest of the world. There is one history which in its latter stages the United States has played a significant part.

Therefore, for grades 7-10 this *Model* presents a scope and sequence as follows:

Grade 7 World Studies: Prehistory to 1490
Grade 8 World and United States Studies: 1490 to 1815
Grade 9 World and United States Studies: 1815 to 1919
Grade 10 World and United States Studies: 1919 to Present

## Alternative Scope and Sequences

There are other ways of organizing a scope and sequence. Districts have flexibility in developing the scope and sequence in their courses of study. For example, some may wish to utilize the scope and sequence presented in the *Model* but would rather use a different set of dates as cut off points between the grade levels.

Others may prefer not to organize their scope and sequence around an historical approach but may decide to use an economic, geographic, or political organizer instead. For example, instead of dividing grades 7 - 10 chronologically, a geographic division might make sense. In each year students may study a different region of the world. Or a political approach may be used in which students study presidential democratic nations, democratic parliamentary countries, monarchies, and totalitarian regimes in different years. An economic approach might focus on agrarian and industrialized economies in different grades.

Yet others may prefer to organize their courses of study so that the boundaries of the various disciplines that comprise the social studies are less evident. In an interdisciplinary or even transdisciplinary approach, students would examine topics of interest or concern and use the knowledge and methodologies of the various disciplines to examine these topics.

Several possible alternatives are presented below to demonstrate variations that districts may consider, particularly at the middle and high school grades. These are not presented as a comprehensive list but as suggestions of possibilities. However districts organize their curriculum, it is essential that at least four years of history be included and that each of the strands be significantly addressed at each grade level.

Some districts may wish to teach United States and world history consecutively in sequences such as:

**Sequence A**

Grade 7 United States Studies: Prehistory to 1877
Grade 8 United States Studies: 1877 to Present
Grade 9 World Studies: Prehistory to 1800
Grade 10 World Studies: 1800 to Present

**Sequence B**

Grade 7 World Studies: Prehistory to 1800
Grade 8 World Studies: 1800 to Present
Grade 9 United States Studies: Prehistory to 1877
Grade 10 United States Studies: 1877 to Present

Some districts may wish to alternate history courses as follows:

**Sequence C**

Grade 7 World Studies: Prehistory to 1800
Grade 8 United States Studies: Prehistory to 1877
Grade 9 World Studies: 1800 to Present
Grade 10 United States Studies: 1877 to Present

**Sequence D**

Grade 7 World Studies: Prehistory to 1800
Grade 8 United States Studies: Prehistory to 1877
Grade 9 United States Studies: 1877 to Present
Grade 10 World Studies: 1800 to Present

Other districts may wish to develop a sequence that integrates United States and world history at some grades but keeps them separate at other grades, such as in the following:

**Sequence E**

Grade 7 World Studies: Prehistory to 1750
Grade 8 United States Studies: 1750 to 1900
Grade 9 World Studies: 1750 to 1900
Grade 10 United States and World Studies: 1900 to Present

These examples are not meant to imply that flexibility in sequence exists only in grades seven through ten. Indeed, as discussed earlier, districts have flexibility in modifying the sequence presented in this model throughout the prekindergarten through grade twelve curriculum. An example that addresses all middle and high school grades is as follows:

**Sequence F**

Grade 6 Geography (Regions and Peoples)
Grade 7 Prehistory to 1490
Grade 8 American Foundations: 1490-1800
Grade 9 World Studies: 1490-1919
Grade 10 United States Studies: 1800-1919
Grade 11 United States and World Studies: 1919-Present
Grade 12 Government/Applied Social Studies/Economics

## High School Programs

The flexibility in designing scope and sequences is also reflected in alternative ways of structuring the social studies program. For example, at the high school level, several alternatives exist. Those districts electing to provide social studies instruction in grades 9-12 through integrated social studies courses (e.g., Social Studies I, II, III, IV), should find the *Model* extremely helpful. The six strands are carefully developed and lend themselves to such an approach. Each of the strands should be well represented in each of the integrated courses developed for the high school program.

Other districts may prefer to preserve more traditional discrete courses as the foundation of their high school program. These courses should be developed comprehensively to include each of the strands. Curriculum committees will need to to examine the instructional and performance objectives presented in the *Model* and reorder them according to their sequence of high school courses. Each strand must be substantially addressed in each of these high school courses. Districts that develop different levels for courses must address the essence of each strand in each level.

While it is recommended that high school students experience a four-year social studies program, some schools may require fewer years as part of their graduation requirements. In this case, the substance of each of the strands in the four years presented in this *Model* should be presented in the social studies courses students are required to take for graduation.

Lastly, some school districts may restructure their high schools using some pattern of organization other than courses. The new organizational pattern should include all of the strands and the substance of the objectives in the strands in a way that is consistent with the restructured approach to education.

## Rationales for Study of Cultures

Districts also have flexibility in the way they utilize objectives in the *Model*. For example, in grades 7-10 there are objectives involving the study of cultures on at least least three different continents. The *Model* does not prescribe which cultures are to be examined as this is left to local districts to determine. There are different rationales that could be used in deciding which cultures should be studied.

Some districts may want their students to be exposed to as many cultures as possible and will include a different set of cultures at each grade level. Others may prefer to have their students examine a fewer number but in greater depth. They will include the same cultures each year so that students have the opportunity to trace their development throughout history. Other districts may include some combination of these two approaches. Whichever strategy is employed, students should have an opportunity to learn about various cultures in different parts of the world that have had a significant impact on historical and current events.

## Utilizing the Disciplines

It is also important to consider the role of the individual social studies disciplines in this *Model*. The schematic at the end of the "Curriculum Considerations" section provides a visual impression of how the *Model* uses the disciplines to achieve its goals.

The focus of the schematic is on the learners. Six strands, which reflect the key elements of the social studies program, provide the contexts within which the learners operate. The disciplines provide the perspectives and tools for the learners to use in constructing knowledge about the world.

The schematic also illustrates that the *Model* relies most heavily upon the disciplines of economics, geography, government, history, and sociology to provide the program's content basis. Each discipline relates very closely to certain strands but contributes to the understanding of several strands. The intention is to have classroom instruction weave the strands together using the contributing disciplines. Learners will frequently use more than one discipline as they work on the objectives in a strand. It will not be uncommon for learners to study two or more strands concurrently. This integrated instruction will assist in working toward the program's goals to implement the vision of citizenship expressed in the philosophy.

The curriculum construct of the *Model* is also designed to encourage instruction linked to disciplines other than the social studies. Interdisciplinary instruction provides students with real-life learning opportunities.

## Relationship to the Proficiency Tests

School district curriculum committees will certainly want to pay attention to the citizenship proficiency tests as they develop their courses of study and competency-based education programs. The ninth-grade and twelfth-grade test objectives were developed prior to the publication of this *Model*; the fourth-grade and sixth-grade test objectives were developed based on the *Model*. The ninth-grade and twelfth-grade test objectives will be revised in the future so that they are better aligned with the purposes of the *Model*.

However, all of the the current fourth-grade, sixth-grade, ninth-grade, and twelfth-grade citizenship proficiency test learning outcomes are covered by instructional objectives in this *Model*. Lists of those test outcomes are included in Appendix A with references to the instructional and performance objectives to which they relate. As the ninth-grade and twelfth-grade tests are revised, lists correlating those test learning outcomes with the instructional and performance objectives in the *Model* will be provided by the Ohio Department of Education.

From their outset, the Citizenship Proficiency Tests have utilized multiple-choice items to assess the learning outcomes. Beginning with the development of the fourth-grade test, new forms of the Citizenship Proficiency Tests will include open-ended items. Educators should consider the implications of different types of proficiency test items for instruction based upon the objectives found in the *Model*.

Traditional multiple-choice items tend to determine the specific knowledge and skills students must have to be successful on the proficiency tests. The use of some open-ended response items allows for a greater range in student-constructed knowledge to be assessed. This issue will continue to be addressed as new ideas about assessment emerge and the proficiency test program continues to evolve in the future.

## Legal Mandates

Curriculum developers should certainly consider all legal requirements when developing curriculum. Locally-developed courses of study and competency-based education programs must satisfy the mandates in state standards and the Ohio Revised Code. Ohio Department of Education publications such as *Process Model for Course of Study*, *Competency Assessment and Testing*, and *Intervention* will help explain some of the mandates and present ideas the curriculum committee may find to be useful.

## Preparation for the Future

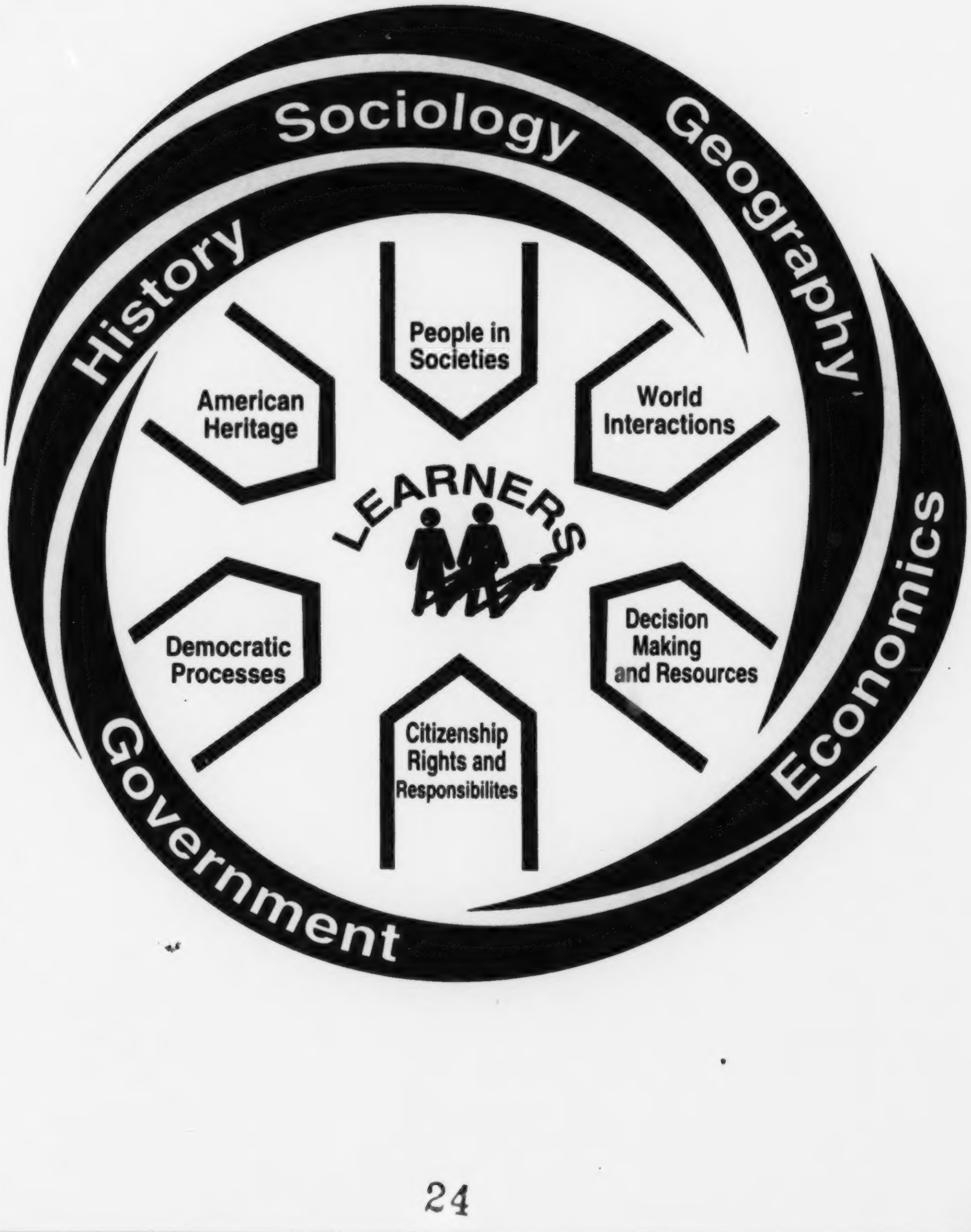
The curriculum developed by a school district should follow the basic purpose of the scope and sequence presented in this *Model* and prepare students for the citizenship proficiency tests in grades 4, 6, 9, and 12. Students must have the opportunity to develop the skills necessary for a lifetime of active citizenship involvement. They must be aware of their interests as citizens at various levels, including local, state, national, and international. They must be able to develop the skills they need to be able to think critically about issues past, present, and future.

[1] National Council for the Social Studies, *Social Education*, October, 1989.

[2] Bradley Commission on History in the Schools, *Building a History Curriculum: Guidelines for Teaching History in Schools*, 1988.

[3] National Commission on Social Studies in the Schools, *Charting a Course: Social Studies for the 21st Century*, 1989.

# MODEL SOCIAL STUDIES PROGRAM


Sociology
Geography
History
Economics
Government
People in Societies
American Heritage
World Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilites

# DEFINITION OF THE STRANDS

The instructional objectives for each grade level are organized under six strands. The strands are drawn from and highlight the key elements about the purpose of the social studies program as expressed in the philosophy. By identifying the key elements of the philosophy as organizers for the instructional objectives, the *Social Studies: Ohio's Model Competency-Based Program* assures that the beliefs expressed in the philosophy are addressed at each grade level.

The strands also provide the contexts in which the goals can be achieved. Learning experiences under each of the strands provide opportunities to engage learners in activities which explore topics. These explorations will facilitate the attainment of the program's goals.

Finally, the strands provide the guide posts to direct the perspectives of the various disciplines contributing to the social studies. These disciplines provide the content basis for examining instructional objectives under each strand.

The **American Heritage** strand refers to those aspects of the past that help to make the American people unique among the peoples of the world while at the same time recognizing what we hold in common with other people. What is it that makes us Americans? What common experiences, traditions, and habits do we share? How have we been shaped by the geography of the United States and by its political and economic systems? How have we been influenced by other cultures?

The **People in Societies** strand recognizes that the United States and the world encompass many different racial, ethnic, and religious groups. It also recognizes that factors such as gender and class provide people with different perspectives on issues. In the United States, all of these groups live together in one society. How do we come to appreciate the contributions of each other? How do we learn to work together for the common good?

The United States has never been completely isolated from the rest of the world, but its interactions with other nations have increased dramatically in recent decades. Economic, cultural, and intellectual contacts as well as political contacts are made daily through activities such as financing, tourism, reporting, and diplomacy. Some contacts may be intentional, such as cultural exchanges, and others may be unintended, such as the spread of disease. The **World Interactions** strand explores the links people make around the world as they attempt to address common problems. How do activities here create or reflect contacts with the rest of the world? How do we respond to the challenges of acting in an interdependent world?

The **Decision Making and Resources** strand focuses on decisions individuals and societies make in addressing wants. What are potential resources and where are they to be found? How are resources utilized and transformed to satisfy wants? What constraints or directions exist when making decisions?

As Americans, we celebrate the fact that we live in a democratic society. But what does that mean? The **Democratic Processes** strand examines the principles of democracy and explores the extent to which governments reflect those principles. What are the purposes of government? How should a democratic government strive to accomplish those ends? How well do the practicalities of governing in the United States reflect the challenges of democratic rule?

Finally, the strand of **Citizenship Rights and Responsibilities** provides a context for examining and engaging in those activities that are part of an adult's public life. How do we work together to accomplish common ends? How can an individual be more effective in a public setting? Why is one's involvement in public affairs important in a democratic society?

The instructional objectives often transcend the particular strand under which they are listed. There are connections between all of the strands and they are all integral to a complete social studies program. Weaving the strands together and showing the connections that exist will enable students to develop the ability to make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world.

# PREKINDERGARTEN INSTRUCTIONAL OBJECTIVES

Prekindergarten students are introduced to all elements of the social studies program. They have opportunities to explore and be involved with an understanding of self in relation to each of the six strands.

| Objectives | Comments/Activities |
|---|---|
| **American Heritage** | |
| The learner will | |
| 1. demonstrate the ability to think in terms of sequencing | |
| A. distinguish between first and last | People in a line passing a point or events in a story |
| B. explore the concepts of past, present, and future | Appoint weekly "calendar keepers" to review concepts.<br>Have students tell stories about events they "remember" and plan to do in the future. |
| 2. listen and respond to stories and music of other times | Ask parents to share stories and music from their childhoods. |
| 3. participate in activities and traditions associated with the cultural heritage of members of the class | Holidays provide excellent opportunities. |
| **People in Societies** | |
| The learner will | |
| 1. recognize the ways in which all people are alike | Common physical characteristics and activities (i.e., eating, sleeping, playing) |
| 2. identify her/his own unique characteristics and those of others | |

## World Interactions

The learner will

1. become familiar with cultures of other people around the world by listening and responding to their stories and music

   **Sharing oral traditions, illustrating stories and music with pictures**
   **Class members may share stories and music from their cultural backgrounds.**

2. begin to demonstrate spatial understanding by following directions to locate and place objects

   Such as up, down, over, under, left, right, behind, in front of

3. observe and record physical and cultural environments and note changes over time

   Walks and field experiences provide bases for drawing pictures, recording observations on audiotape, or for teachers compiling lists of student observations.

## Decision Making and Resources

The learner will

1. recognize that all people have wants

   Choose toys from a catalog.
   Identify common wants of people from different groups and cultures, such as food, clothing, and shelter.

2. demonstrate an understanding of limited resources by taking turns and sharing materials

## Democratic Processes

The learner will

1. recognize the need for rules to help get along with classmates
2. engage in democratic practice by sharing thoughts and opinions in group settings

   Make use of groups organized for classroom activities and projects.

## Citizenship Rights and Responsibilities

The learner will

1. demonstrate responsible behavior in caring for the school environment

2. demonstrate an ability to follow directions and rules

3. recognize the importance of laws by identifying problems that require rules to help resolve the problems

Identify problems in playing games or other classroom activities.

4. identify with the needs of other people by helping them

# PREKINDERGARTEN PERFORMANCE OBJECTIVES

1. Given the opportunity to discuss a series of events, the learner will identify first and last events in the proper sequence
2. Given a list of characteristics common to all people, the learner will identify the unique ways that he/she reflects those characteristics
3. When given directions, the learner will place an object in an appropriate position
4. When sharing materials, the learner will identify the shared materials as a limited resource
5. Given a rule, the learner will explain how it helps classmates to get along with each other
6. The learner will follow a set of directions without the need for repeated instructions

# KINDERGARTEN
# INSTRUCTIONAL OBJECTIVES

This year concentrates on the adjustment of students to one another in the school setting. The learner should see that the individual has much in common with others while retaining a separate identity.

| Objectives | Comments/Activities |
|---|---|
| **American Heritage** | |
| The learner will | |
| 1. demonstrate the ability to think in terms of time | |
| A. sequence events in order of occurrence | Steps in performing a task or events in a story |
| B. distinguish between past, present, and future events | Plot class events on a calendar. |
| 2. identify history as dealing with past events | Celebrate anniversaries of historical events such as Columbus Day and Thanksgiving. |
| 3. demonstrate an understanding of his/her own personal history as part of a family, school, and neighborhood | |
| 4. identify stories and music of other times and places | Use stories or music students may be familiar with and explore with them the historical and cultural roots. |
| 5. listen to and discuss stories that reflect the cultural heritage of the United States—past and present, real and fictional | Have students listen to stories of interesting people and events such as Paul Bunyon, Johnny Appleseed, Calamity Jane, Hiawatha.<br>Use Presidents' Day as an opportunity to discuss George Washington and Abraham Lincoln. |
| 6. recognize symbols of the United States | Such as the flag and Pledge of Allegiance |

## People in Societies

The learner will

1. recognize that while there are traits common to all people, each individual has characteristics that makes her/him unique

   Use clothing as a common trait and have students point out differences in styles.

2. recognize and identify the different roles of community members

   Individuals are members of various communities, such as neighborhood, school, and clubs.

## World Interactions

The learner will

1. compare stories and music of other cultures

2. recognize that people exist in spatial relationships by describing a position relative to other persons or objects

   Who is next to the teacher? What is in the middle of the room?

3. explore how people in the local community and in communities around the world depend on the environment

   Use pictures to show how people use land, water, and air.

4. describe the physical and human characteristics of places in the community

   For example, physical features, weather, climate, structures, land alterations

5. demonstrate that a map represents a real place

   Create a map of a place using manipulatives to represent physical features.

## Decision Making and Resources

The learner will

1. identify wants that an individual may have and discuss how those wants can be met through goods or services

   Students select items from a catalog and explain why they would like to have the items.
   Have the students discuss how clerks and waiters/waitresses help people make decisions to satisfy their wants.

2. explore resources needed to produce a familiar good or service

## Democratic Processes

The learner will

1. develop awareness of authority
    - A. discuss rules and the need for them
    - B. recognize that some individuals have authority
2. identify individuals or things that are helpful to people in their daily lives

Such as clean water and air, fire fighters, parks for recreation, streets and roads, school cooks and janitors

3. display the ability to make choices and take responsibility for her/his actions

## Citizenship Rights and Responsibilities

The learner will

1. demonstrate responsible behavior in caring for the school environment
2. take personal responsibility to follow directions and rules
3. consider the importance of being honest

Read the fable about the boy who cried wolf and apply to classroom situations.

4. display self-direction in school tasks

# KINDERGARTEN PERFORMANCE OBJECTIVES

1. When asked to describe events about family, school, or neighborhood, the learner will classify the events as past, present, or future
2. When discussing people, the learner will indicate at least two different roles people have in the community
3. Identify similarities or differences in stories or music of at least two other cultures
4. Given a want, the learner will identify a good or service that will satisfy that want
5. Identify at least two individuals who are helpful to people
6. Given the opportunity, the learner will work independently to accomplish a task

# FIRST GRADE
# INSTRUCTIONAL OBJECTIVES

In the first grade, students begin to explore links between the local area and other areas around the world. Similarities can be noted.

## American Heritage

| Objectives | Comments/Activities |
|---|---|
| The learner will | |
| 1. listen to and reconstruct the chronology of an historical narrative | Use concepts of beginning, middle, and end<br>Use stories, folktales, reminiscences, or articles about people in the community |
| 2. differentiate broad categories of historical time | Such as long ago, "before I was born", last year, last month |
| 3. explore placing events on a time line | Organize pictures of events along a clothesline.<br>Arrange a calendar month as a row of dates and record class events. |
| 4. raise questions about the past | Identify "who, what, where, when" questions students have concerning historical events, figures, and artifacts. |

## People in Societies

| | |
|---|---|
| The learner will | |
| 1. recognize that citizens of the United States today can trace their origins | Students ask their parents about their place of origin. |
| 2. identify various groups to which the learner belongs | Such as family, sports teams, school class |
| 3. recognize that members of the community are affected by changes in the community that occur over time | People moving in and out of the community |

## World Interactions

The learner will

| | |
|---|---|
| 1. explore recent historical events of different countries | For example, natural disasters, Olympics, changing leaders |
| 2. recognize that things exist in spatial relations by | |
| A. locating and describing the locations of places relative to other places | Find locations by following directions which include: up/down, left/right, near/far, over/under, toward/away. Draw pictures and indicate if places are above or below, left or right, etc. |
| B. giving reasons for their location | Such as plants on windowsills, fire drill instructions next to the door, stop signs, fences, fire hydrants |
| 3. develop map skills | |
| A. recognize representations of the Earth's physical and human features through pictures, maps, and globes | For example, land, water, countries, cities, and neighborhoods<br>Draw a picture map to illustrate a story such as "Three Billy Goats Gruff" or "The Little Gingerbread Boy" or a map of the school grounds. |
| B. investigate the key features of a map | Overhead perspective, symbols represent real things, a key explains symbols, and a title tells what the map is about |
| 4. compare physical and human features in the local area to those in pictures of other countries | |
| 5. recognize similarities among people around the world | |
| A. people in other countries have leaders | |
| B. people in different parts of the world have common wants | Such as education and health |
| C. people in various parts of the world are affected by the climate at work, at home, and at play | |

## Decision Making and Resources

The learner will

1. identify resources necessary for the production of a good or service

2. identify choices people make to satisfy wants with limited resources

Discuss why all wants cannot be met in terms of scarcity of productive resources. Collect and organize data and represent with a picture graph to compare choices made in a situation where there were scarce resources (such as a lack of crayons for a class project which would result in various students using other items such as pencils, pens, and chalk).

3. describe how people in different cultures work to earn income in order to satisfy wants

## Democratic Processes

The learner will

1. recognize the need for rules in different settings

Such as games, classroom, lunchroom, recess

2. suggest and consider reasons for having persons in authority

For example, parents, school principal, sheriff

3. recognize the need for fairness in rules and by persons in authority

## Citizenship Rights and Responsibilities

The learner will

1. observe and describe changes to the local community brought about by natural and human activity

Record changes observed during periodic walks through the community.
Read *The House on Maple Street*.

2. develop citizenship traits by

   A. being trustworthy
   B. demonstrating accountability for actions
   C. displaying self-direction
   D. showing pride in her/his accomplishments

3. balance own desires with desires of others when appropriate

Sharing playground equipment during recess; taking turns feeding the classroom pet

# FIRST GRADE
# PERFORMANCE OBJECTIVES

1. After listening to an historical narrative, the learner will identify what happened in the beginning, the middle, and the end
2. Given a change in the community, the learner will indicate how members of the community are affected
3. Given a map, the learner will identify a common physical or human feature found in at least two places around the world
4. Given a want, the learner will identify choices people make to satisfy that want when a particular good or service is not available
5. Given a rule in a particular setting, the learner will identify why that rule is needed
6. The learner will exhibit citizenship traits as evidenced in part by

   A. being trustworthy
   B. demonstrating accountability for actions
   C. displaying self-direction
   D. showing pride in his/her accomplishments

# SECOND GRADE INSTRUCTIONAL OBJECTIVES

People and their relationships with groups are a focus of attention during this year. Groups exist for different purposes and the activities of groups can be examined through each of the six strands of the social studies program.

| Objectives | Comments/Activities |
|---|---|
| **American Heritage** | |
| The learner will | |
| 1. utilize the concept of time in studying history | |
| A. measure calendar time by days, weeks, months, and years | |
| B. detail the chronology of a story by using calendar time to denote the beginning, middle, and end | Have students point to dates on a calendar when a series of events have taken place. |
| C. classify stories, according to given categories, into broad periods of historical time | |
| D. create a time line | Use personal experiences or current events in creating a time line. |
| 2. explore historical information | |
| A. examine historical artifacts, documents, and photos | |
| B. identify what is known and what she/he wants to know | |
| C. inquire into the "who, what, where, when, and why" of historical events | |
| 3. become aware that there is both change and continuity in history | |
| 4. participate in activities and traditions associated with the cultural heritage of members of the class | International festivals provide excellent opportunities.<br>Have students construct democratic routines for the classroom "community." |

## People in Societies

The learner will

| | |
|---|---|
| 1. recognize the diverse nature of society by identifying similarities and differences in people | Help students to understand that differences in people do not change the ways in which people are all alike. |
| 2. participate in cultural activities that reflect the diversity of the classroom and community | Engage in activities associated with special days; wear traditional clothing of other cultures: and eat unique foods. |
| 3. determine and categorize how different groups are organized | Such as teams, clubs, classrooms, Scouts |
| 4. explore the relationship between what is good for everyone as compared to what is good for groups to which the learner belongs | |
| 5. use a map to investigate where different groups of Americans live and have lived at different times in the past | |

## World Interactions

The learner will

| | |
|---|---|
| 1. compare stories of Americans and people from other countries facing similar problems | For example, ranchers in the American West and in Argentina, responding to flooding on the Mississippi and Huang He Rivers |
| 2. develop map skills | |
| A. identify, describe, or create a map demonstrating the relative location of places within and outside of the community | Such as next to, above, on; "There is a ball park on First Street"; "My friends live along River Road"<br>Draw a map showing how to get from the classroom to another room in the school. |
| B. identify, describe, or construct representations of landforms, bodies of water, and human features | Use pictures and maps to illustrate and take a field trip to find local examples of hills, valleys, lakes, streams, buildings, streets, etc. |
| C. name and locate the continents and oceans | |
| D. use a direction indicator to show and read directions on a map | |
| E. use cardinal directions and maps to orient one's self | Find place locations using cardinal directions and street intersections.<br>Follow directions and place pins on map to show location. |

3. identify symbols and trace routes on maps that illustrate linkages between the community and other places

   Use symbols for airports, railroads, highways.
   Trace a route actually taken.

4. describe how a child from another part of the world might react to living in the local community

5. compare how people respond to their environment

   Read *Bringing the Rain to Kapiti Plain.*
   Explore the impact of floods, snow storms, droughts

6. identify ways people are interdependent with other people outside of the community

7. select locations for activities and identify reasons for the locations

   Where is a good place to play baseball or sell newspapers? Where is a good place to put a traffic light, school, or gas station?

## Decision Making and Resources

The learner will

1. classify resources found in the school as goods or services

   Goods - books, paper, chalk, food
   Services - food preparation, vision and hearing screenings

2. identify ways that people may obtain goods and services which they want but which they do not produce, including barter and the use of money

3. list goods and services that a person, a household, and a community might desire and explain why each may not be able to have all their wants satisfied

4. compare information about goods and services used to satisfy wants by collecting and organizing data and representing it with a picture or bar graph

   Students can examine lunch time food preferences, such as how many will get school lunches, how many brought sandwiches from home, and how many have some other food for lunch. Compile the data and present it on a bar or picture graph.

## Democratic Processes

The learner will

1. explore some of the important purposes served by rules and persons in authority (i.e. government)

   - A. promote order and security
   - B. manage conflict fairly
   - C. protect rights of all

2. explain how and why a group organizes to serve a common goal

3. relate the roles of people in authority within groups to which the student belongs to similar leaders in local, state, or national levels of government

The leader of a 4-H Club may be the equivalent of the mayor, governor, or president.
A referee in a game may be the equivalent of a judge at the local, state, or national levels.

## Citizenship Rights and Responsibilities

The learner will

1. recognize the benefits of cooperation by participating in group activities

2. demonstrate skills of cooperation when working in group settings

   - A. show care for the needs of others
   - B. display courtesy and respect toward others
   - C. cooperate with others on assigned tasks
   - D. peacefully manage conflict

3. work in groups to achieve mutual goals

   - A. determine goals
   - B. delegate tasks
   - C. perform assigned responsibilities
   - D. decide if goals are reached

4. develop citizenship traits

   - A. demonstrate respect for the rights of others
   - B. practice honesty
   - C. establish and attempt to reach goals
   - D. complete work in a competent manner
   - E. display respect for authority
   - F. display self-assurance

# SECOND GRADE PERFORMANCE OBJECTIVES

1. After examining an historical artifact, document, or photograph, the learner will identify something that is known about the item and raise questions based on his/her examination
2. Given photographs of people from various cultures, the learner will identify ways in which they are similar and different
3. Given stories about how different groups of Americans and people from other countries have faced similar problems, the learner will compare how the people attempted to solve their problems
4. Given a good or service, the learner will identify ways that people may obtain it
5. Given a task, the learner will explain how a group can be organized to accomplish the task
6. Given a task, the learner will work within a group to accomplish the task

# THIRD GRADE
# INSTRUCTIONAL OBJECTIVES

The attributes of community life are a focus of attention during this year. Communities of the past and present as well as communities near and far can provide the source material to work through the six strands of the social studies program.

| Objectives | Comments/Activities |
|---|---|
| **American Heritage** | |
| The learner will | |
| 1. measure time by years, decades, and centuries | |
| 2. explore local historical developments | Such as crop failures brought on by drought; building of a railroad, highway, or canal as a result of a transportation need |
| A. group events into broadly defined eras | |
| B. place a series of events in the proper sequence on a time line | Use family, school, or community events |
| C. create or examine a time line to raise questions about possible cause and effect relationships | Have students draw illustrations of a series of related events and display the illustrations around the room in sequential order |
| D. compare local historical events with events in other regional communities at the same time | |
| 3. investigate narratives and/or documents | Such as biographies, handbills, and news articles |
| A. identify the author or source | |
| B. identify the perspective of the author | Was the author there? Whose side was the author on? |
| C. suggest a purpose for the narrative or document | |
| 4. explore sources of information about local history | |
| A. compare "first person" narratives about events in local history | |
| B. explain the significance of selected individuals | |
| C. interview local people about what community life was like "in the past" and compare with other sources of information | Use newspapers, diaries, journals, and photographs to create a poster or time line of life at that time. |

   D. examine local historical documents, sites, and artifacts and formulate questions for further investigation

5. investigate the influence of geography on the history of the local community

Compare how urban and rural dwellers change their environment to meet their wants

6. observe and record changes in the community

Write a paragraph recording community appearance, weather, and activities. Revisit the paragraph periodically. Record differences in new paragraphs. Keep as part of a portfolio. Use photographs, newspaper articles, and field trips.

   A. changes brought about by technology
   B. changes in boundaries, buildings, streets, land use

## People in Societies

The learner will

1. describe the various cultural groups that have settled into the local community and plot on a map their settlement patterns

2. determine why various cultural groups settled where they did in the local community

3. recognize the diverse nature of society by identifying and describing the characteristics of different groups of people in the community

Such as age, ethnicity, religion, disability

## World Interactions

The learner will

1. develop map skills

   A. use cardinal and intermediate directions to describe the relative locations of places

   Cincinnati is southwest of Columbus.

   B. use directions and direction indicators on maps of the community, state, and country
   C. locate physical and human features on a map that has a number/letter grid reference system

   Use local street maps.

   D. use a linear scale to measure distances between places

E. compare maps of the same area using different scales and draw conclusions about their usefulness for different purposes

2. compare maps showing local communities, speculate as to the physical and human attributes which may have affected their location, and chart the most common attributes

For example, on a natural harbor, in a valley, at a rail junction, need for protection

3. use maps and globes to point out the location of the community, state, country, and continent relative to other places

4. cite examples of how different cultures satisfy wants through the consumption of goods and services and their use of resources

Create a chart to illustrate examples of land, water, and air usage.

5. locate, on national and world maps, areas which provide resources to Ohio and areas which receive resources from Ohio and consider how resources are moved from place to place

6. compare communities of selected cultures around the world with the student's community

7. explore the concept of region by using a map to illustrate the boundaries of a neighborhood and suggesting how it might be defined

## Decision Making and Resources

The learner will

1. categorize economic activities as examples of production or consumption

Perform household chores for allowance, purchase materials for a hobby

2. select a good and suggest the land and labor resources necessary for its production

Land - copper ore, clay, water
Labor - education, experience

3. itemize the costs and benefits of alternative consumer choices and determine the opportunity costs

Purchasing different types of candy or other snacks.
Deciding on activities during a recess period

| | |
|---|---|
| 4. identify different forms of money and recognize that money is used to purchase goods and services, or to save | For example, coins, currency, checks, and credit cards |
| 5. suggest why people save money | Survey and chart or graph reasons |
| 6. identify goods and services provided by local government and how people use them | |

## Democratic Processes

The learner will

| | |
|---|---|
| 1. identify the purposes of local government | |
| A. promote order and security | For example, fire and police protection, snow removal |
| B. control the distribution of benefits and burdens of the society | For example, determine school bus routes (benefit) and require trash to be placed by the curb for collection (burden) |
| C. provide means of peaceful conflict resolution | For example, mayor's court |
| D. protect rights of the individual | For example, zoning, parade permits |
| E. promote the common welfare | For example, provide parks and schools |
| 2. link examples of governmental actions with the purposes of local government | |
| 3. examine current issues and determine when her/his interests and the public good are involved | Use local newspapers or other local sources of information, such as church bulletins, community bulletin boards |
| 4. discuss how a community group can organize to address the public good | |

## Citizenship Rights and Responsibilities

The learner will

| | |
|---|---|
| 1. locate sources of news and acquire information regarding local issues | Use TV, radio, newspapers, and magazines as sources. |
| 2. identify factual statements in sources of news | |

| | |
|---|---|
| 3. take part in creating rules based on the idea of fair play, selecting persons to serve in positions of authority, and following directions and rules | Decide "ground rules," classroom rules, and game rules<br>Students can elect weekly table captains for the lunch period to be responsible for paper pick-up, behavior monitoring, and so forth.<br>Select a chairperson for a project/group work. |
| 4. develop citizenship traits<br>A. practice characteristics of leadership<br>B. demonstrate a sense of justice and fair play<br>C. show empathy for the feelings of others;<br>D. assume responsibility for her/his own actions in working with others<br>E. respect the rights of others | |
| 5. facilitate a project to improve the physical environment of the school or community | Artistic displays of fall foliage and harvest products, informational signs, clean up playgrounds, plant flowers around the school |

# THIRD GRADE PERFORMANCE OBJECTIVES

1. Given a set time period and a narrative about the community, the learner will record changes that occurred
2. Given the population of the local community, the learner will describe cultural groups that live there
3. Given a map of the local community, the learner will locate physical and human features
4. Given a consumer decision, the learner will itemize the costs and benefits of alternative choices, including opportunity cost
5. Given an example of a local governmental activity, the learner will describe how the activity addresses a purpose or purposes of government
6. The learner will work with others to govern a group activity, as evidenced in part by the capacity to:

    A. help create rules
    B. select leaders
    C. follow directions and rules

# FOURTH GRADE INSTRUCTIONAL OBJECTIVES

The social studies program for the fourth grade examines the six strands by using the fifty states as the context for study. Particular emphasis is given to Ohio, its past, its people, and its institutions. Ohio's links with other states, as well as the rest of the world, enable students to explore enduring social studies ideas in a familiar setting.

| Objectives | Comments/Activities |
|---|---|
| **American Heritage** | |
| The learner will | |
| 1. group state events by broadly defined historical eras and place in the proper sequence on a time line with evenly spaced intervals for years, decades, and/or centuries | For example, frontier era, territorial era, early statehood era, industrial expansion era |
| 2. explore cause and effect relationships by creating or examining a time line of state events, and devise alternative cause and effect explanations | Several different events may contribute to the development of another event. Events (such as the exploration of the Ohio River by Robert de la Salle, passage of the Northwest Ordinance of 1787, Ohio's participation in the War of 1812, the creation of Standard Oil by John D. Rockefeller) can be associated with the historical eras suggested above. |
| 3. explore sources of information about Ohio history | |
| A. examine state historical documents, sites, and artifacts and formulate questions for further investigation | Contact the Ohio Historical Society for "Case Histories" – a resource loan program |
| B. conduct interviews about recent state history and compare with other sources of information | |
| 4. identify significant individuals and events in state history and explain their importance | Significance is not limited to famous individuals, such as Tecumseh and Thomas Edison, but can reflect the contributions of ordinary people as well.<br>Read books such as *The Wright Brothers* and *Follow the Drinking Gourd*. |

5. investigate the influence of geography on the history of Ohio and other states

   Settlement patterns, trade routes, changes in land use.
   Read *Flatboats on the Ohio: Westward Bound* and *Aurora Means Dawn*

6. use maps and/or aerial photos to detect uses of the environment

   Local field trips can also be used.

7. point out the political boundaries of a local community and identify common characteristics of the community

   Such as community name, political leaders, celebrations, newspaper, bus service

## People in Societies

The learner will

1. identify various cultural groups that have settled in Ohio
2. examine the contributions of people of various cultural groups to Ohio's development
3. indicate on a map where various cultural groups have settled in Ohio
4. examine how Ohio's government deals with the needs and demands of various cultural groups
5. identify how members of Ohio's various cultural groups make a living

   Identify groups associated with many different occupations as well as groups associated with specific occupations.

6. compare customs, traditions, and needs of Ohio's various cultural groups

## World Interactions

The learner will

1. Develop map skills
   A. point out major reference points, parallels, and meridians on maps and globes

      Such as North and South Poles, Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Prime Meridian, and 180° meridian

   B. use maps to locate major landforms and bodies of water in Ohio, the United States, and other nations in the world

   C. use a number/letter grid system to locate places on a map

   Relate to eventual use of road maps

   D. locate places on maps and globes using latitude and longitude
   E. utilize map keys to understand map symbols

2. use maps as a source of information

   A. recognize continents by their outlines and define their characteristics
   B. define the characteristics of major landforms and bodies of water
   C. obtain information from maps to describe climate, natural vegetation, and resources
   D. examine maps and globes to note physical and/or human (cultural) differences between places and changes over time

   Such as landforms, ecosystems, population densities, ethnic distributions

3. demonstrate the relationship between historical events in Ohio, the nation, and world

4. describe the location of Ohio relative to other states, nations, and physical features of the world

5. describe factors that helped influence the location, growth, and development of places in Ohio and compare with sites in other states

6. create tables, charts, and graphs to compare climate, vegetation, and resources in Ohio with other states and nations

7. recognize that the government of Ohio deals with governments of other nations

   For example, sister-state relationships, official trips by the governor or members of the General Assembly to other countries

8. recognize the interdependence of Ohio's economy with nations around the world

   List foreign companies doing business in Ohio and Ohio companies conducting business in other countries.
   Have students create a chart showing goods and services produced in Ohio and purchased in other nations. Have them create a second chart showing goods and services purchased in Ohio that are produced in other nations.

9. identify the factors that determine Ohio's comparative advantage in production

   Such as rich soil, mineral resources, skilled labor, industrial base, etc.

10. define a region on the basis of its common characteristics

Note that by altering the criteria, the boundaries, size, and shape of a region can be changed.

## Decision Making and Resources

The learner will

1. identify the resources needed to produce a good or service and classify each resource by the factors of production

Factors - Examples
Land - iron ore, water, trees
Labor - training, skills
Capital - technology, machinery, vehicles
Entrepreneurship - organization, creativity

2. explain that the demand for factors of production is derived from the demand for goods and services

The demand for jeans creates a demand for cotton seeds, farm workers, weaving machines, cotton growers, etc.

3. describe the role of each factor of production in producing a specific good or service and suggest alternative uses for the resources involved

Have students collect and organize data pertaining to desired goods and services and represent the information with a picture or bar graph. Select the most popular good or service and create a chart of alternative uses for the resources needed to produce the good or service.

4. match each factor of production with the payment received

Factors - Payment
Land - rent
Labor - wages
Capital - interest
Entrepreneurship - profits

5. describe the advantages and disadvantages of specialization in the production process

Allow groups of students to experiment with different ways of producing some product (stapling papers in some sequence/unstapling papers and sorting) to determine the most efficient way to do the task.

6. explain that individuals and households use income to consume goods and services

Cite examples from personal experience.

7. explain how developing the skills and knowledge of individuals enables them to become better consumers and producers

## Democratic Processes

The learner will

1. identify the purposes of state government
    - A. promote order and security

      For example, state highway patrol, use of National Guard in emergencies
    - B. control the distribution of benefits and burdens of the society

      For example, provide licenses (benefit) and establish qualifications to obtain licenses (burden)
    - C. provide means of peaceful conflict resolution

      For example, civil and criminal courts
    - D. protect rights of the individual

      For example, rights guaranteed in state constitutions and laws
    - E. promote the common welfare

      For example, providing funds for schools, trade missions to other nations
2. link examples of governmental actions with the purposes of state government

   Consider the laws, regulations, and decisions that govern a state (public policies).
3. explain the basic function of each branch of local and state government

   For the local level, select examples from governments in the area
   State branches - executive (Governor), legislative (General Assembly), and judicial (state courts for Ohio)
4. explain how the states and their local governments have principal responsibility for domestic functions in the United States

## Citizenship Rights and Responsibilities

The learner will

1. differentiate between facts and opinions
2. gain information about issues facing local and state governments

   Consider the ordinances, laws, regulations, and decisions that govern the local community and the state (public policies)
    - A. monitor issues surrounding governmental actions on the local and state levels
    - B. acquire information regarding viewpoints on state issues from various sources
    - C. interpret information
3. discuss issues facing local and state governments

   Such as the dilemma presented by the need to act in response to environmental concerns and yet preserve jobs for Ohio's citizens

4. assume leadership roles and reflect dispositions that will enhance the learner's effectiveness in addressing public issues

Such as courtesy, honesty, courage, self-discipline

# FOURTH GRADE
# PERFORMANCE OBJECTIVES

1. The learner will select an individual or event from Ohio's history and explain the significance of that individual or event for Ohio's development
2. The learner will identify various kinds of cultural groups that have lived or live in Ohio and describe their contributions to the development of the state
3. The learner will choose a foreign nation and provide examples of political and economic ties Ohio has with that nation
4. The learner will locate places on a map by using a grid location system and a direction finder
5. The learner will identify and classify the factors of production needed to produce a given good or service
6. Given an example of a state governmental activity, the learner will describe how the activity addresses a purpose or purposes of government
7. Given a series of statements about public issues or policies, the learner will identify whether each is a statement of fact or opinion

# FIFTH GRADE INSTRUCTIONAL OBJECTIVES

The thematic focus of the social studies program for the fifth grade is the study of regions and peoples within North America. The regions will vary in size (local to international) and type (physical and cultural). They will form the backdrop for the study of ordinary as well as extraordinary people from different times and how they have dealt with a variety of challenges. Students have the opportunity to read biographies and other stories about interesting people that helped to develop North America.

| Objectives | Comments/Activities |
|---|---|
| **American Heritage** | |
| The learner will | |
| 1. identify significant individuals from the region's past and explain their influence on people from different times and their impact on the cultural heritage of the United States | Significance is not limited to famous individuals (such as Davy Crockett, Father Hidalgo, Pierre Trudeau, and Harriet Tubman) but can reflect the contributions of ordinary people as well |
| 2. use time lines to explore cause and effect relationships in the lives of regional personalities and consider alternative cause and effect explanations | |
| 3. measure time by decades and centuries | |
| 4. utilize a variety of resources to consider information from different perspectives about North America | Use biographies, autobiographies, fictional and nonfictional narratives. |
| A. identify central questions historical narratives attempt to address | |
| B. inquire into the relative credibility of sources | Note if primary or secondary source. |
| 5. use fictional and nonfictional historical narratives to gain a sense of "the times" in which people lived | Select narratives that reflect diverse cultural backgrounds and time periods. |

6. investigate the influence of geography on the history of the region

For example, settlement patterns, approaches to economic livelihood, transportation routes

7. compare past and present means of transportation and communication in the region

## People in Societies

The learner will

1. compare the reasons various cultural groups had for coming to North America

Note that some people came voluntarily for reasons such as religious freedom and economic opportunity, while others came involuntarily as slaves or to escape prison terms.

2. use appropriate maps to locate sources of major migrations to North America and indicate the direction of the major migrations

Show the area of the world where the migration started and trace its direction to where it ended

3. describe how the customs and traditions immigrant groups brought with them have influenced the American way of life
4. read stories about individuals who represent various cultural groups, draw inferences about the experiences of the groups, and compare the problems and opportunities which the groups encountered in the past

How they made a living, what rights they exercised

## World Interactions

The learner will

1. utilize map skills
   - A. locate places relative to other places and natural features in North America while applying cardinal and intermediate directions as needed

   For example, San Diego, California is north of Tijuana, Baja California; Montreal, Quebec is on the St. Lawrence River

   - B. identify major reference points, parallels, and meridians on maps and globes
   - C. use maps and globes to classify places in hemispheres

D. apply latitude and longitude to locate points on maps and globes

E. determine relevant and irrelevant information for given purposes

2. utilize physical and thematic maps to make comparisons

A. note significant characteristics of physical regions and associate with information on physical and thematic maps

For example, Canadian Shield, Rocky Mountains, Great Lakes

B. analyze thematic maps to determine the relationship among climate, natural vegetation, and natural resources

3. compare types of human interaction with the environment

A. suggest reasons for the distribution of population and the location of selected places with respect to landforms, climate, natural vegetation, resources, historical events, or human wants

B. identify apparent changes in landforms, climate, natural vegetation, and resources which are the result of humans in a place

C. give examples of human alterations of the physical environment that have produced positive and negative consequences

Such as buildings, transportation facilities, mineral extraction, grazing

4. combine information from a variety of sources to examine patterns of movement

Use a variety of resources, including electronic

A. give examples of human movement and compare reasons, distances, frequency, and mode of transportation

Such as Underground Railroad, Oregon Trail, Erie Canal

B. explain why human activities require movement and determine that few places are self-reliant; therefore, human networks bring areas together

5. use information to define regions

A. define different types of regions for the same area based on different data or by increasing the amount of data

B. examine a variety of thematic maps to determine the criteria used to draw regional boundaries

C. demonstrate that by altering the criteria, the boundaries, size, and shape of regions can change

Scrutinize the changing boundaries of regions in North America: the "Sun Belt," oil producing regions, urban areas.

## Decision Making and Resources

The learner will

1. identify the "opportunity costs" and "trade offs" when making choices as nations and individual consumers

   Have students use a decision-making grid with established criteria to compare choices in a decision.

2. distinguish goods and services typically produced by the private sector (individuals and businesses) or the public sector (governments)
3. identify the factors that influence consumer decisions to demand goods or services and discuss how a budget can help make more appropriate consumer decisions

   Such as costs, benefits, substitutes, self-interest, advertising, social pressure, goals, rules

4. identify the factors that may influence a producer's decision to supply a good or service

   Such as market price, cost of resources, competition, etc.

5. cite regional examples of how people earn income through each of the four factors of production

   For example, renting land, hiring out as labor, leasing equipment, operating a business

6. cite regional examples of producers and consumers willingly exchanging goods and services because of the mutual benefits
7. describe a market and identify examples of markets

   Goods and services are exchanged through buying, selling, and trading

8. identify the factors which determine the degree of competition in a market and describe the impact of competition on a market

   A. describe a competitive market as one in which there are many buyers and sellers of the same product
   B. list factors that would make a market more or less competitive
   C. categorize examples of competition

   Such as reducing prices, improving quality, offering a variety of styles

   D. chart advantages and disadvantages of competition in the market place
   E. explain the general relationship between supply, demand, and price in a competitive market

9. identify examples of resources, goods, and services exchanged in local, national, and regional markets

Have students explore using a circular flow model to trace exchanges of resources, goods, and services in markets.
Use picture and bar graphs to examine the exchange of resources, goods, and services by making identifications, comparisons, and predictions.

10. explore possible choices an economy may make when addressing the fundamental questions of what to produce, how to produce, and for whom to produce

## Democratic Processes

The learner will

1. identify the purposes of national government

   A. promote order and security

   For example, armed services, international treaties

   B. control the distribution of benefits and burdens of the society

   For example, disaster relief (benefit) and economic regulations (burden)

   C. provide means of peaceful conflict resolution

   For example, labor arbitration, national courts

   D. protect rights of the individual

   For example, civil rights legislation, constitutional guarantees

   E. promote the common welfare

   For example, national highways, conservation programs

2. link examples of actions taken by governments in North America with the purposes of national government

   Consider the laws, regulations, and decisions that govern the nation (public policies).

3. discuss the essential characteristics of American democracy

   A. the people are the ultimate source of the government's authority
   B. all citizens have the right and responsibility to vote and influence governmental decisions

   C. government is run by the people directly or through their elected representatives
   D. the powers of government are limited by law
   E. all people have certain basic rights guaranteed to them by the Constitution

4. examine and interpret examples of political activity as applications of the characteristics of American democracy

5. compare the ideas in the Pledge of Allegiance with the characteristics of American democracy

6. identify the main functions of the executive, legislative, and judicial branches of government at the national level and cite activities related to these functions

7. compare the executive, legislative, and judicial structures and functions of different national governments within North America

## Citizenship Rights and Responsibilities

The learner will

1. differentiate between facts and opinions and between relevant and irrelevant information when examining national issues

2. acquire, interpret, and analyze information regarding national issues

   A. use more than one source to obtain information

   Include electronic networks.

   B. identify points of agreement and disagreement among sources
   C. draw inferences, predict likely outcomes, and organize key ideas

3. reflect dispositions that will enhance the learner's effectiveness in influencing group action

   Such as courtesy, honesty, courage

4. develop citizenship traits by demonstrating respect for democratic principles

5. explore relationships between justice and authority

6. facilitate a project to improve the general welfare of the school or community

Such as peer tutoring, office or library helpers, read stories to younger learners, create bulletin board displays

# FIFTH GRADE PERFORMANCE OBJECTIVES

1. The learner will identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States
2. After reading about individuals who represent a cultural group, the learner will draw inferences about the experiences, problems, and opportunities the group encountered in the past
3. Given a choice among changes in landforms, climate, natural vegetation, or resources, the learner will discuss the positive or negative consequences of a change occurring in one of the choices
4. Given maps of North America, the learner will identify and compare physical and cultural regions
5. The learner will select an example of producers and consumers exchanging goods or services and indicate the benefits of the exchange for each group
6. Given examples of political activity, the learner will discuss how they illustrate characteristics of American democracy
7. The learner will analyze information on civic issues by organizing key ideas with their supporting facts

# Sixth Grade Instructional Objectives

The sixth grade portion of the program focuses on regions and people found throughout the world. The regions will vary in size (local to international) and type (physical and cultural). They will form the backdrop for the study of ordinary as well as extraordinary people from different times and how they have dealt with a variety of challenges. Students have the opportunity to read biographies and other stories about interesting people in regions around the world.

## American Heritage

The learner will

| Objectives | Comments/Activities |
|---|---|
| 1. identify significant individuals from different regions of the world and explain their influence on people from different times | Significance is not limited to famous individuals (such as Jesus, Beethoven, Charlemagne, Confucius, and Mansa Musa) but can reflect the contributions of ordinary people as well. |
| 2. group significant individuals by broadly defined historical eras and devise multiple-tier time lines, entering information under different categories | Such as people from Europe, Asia (Eurasia), Africa, and South America; rulers, writers, artists, and scientists of a region |
| 3. analyze cause and effect relationships in the lives of people from different cultures and consider the possibility of the accidental as a causal factor in a person's past | |
| 4. measure time by millennia and calculate calendar time B.C. and A.D. (or BCE and CE) | BCE is Before Common Era and CE is Common Era, as used in the National History Standards |
| 5. utilize a variety of resources to consider information from a variety of perspectives<br>A. follow the chronology of a narrative about an individual<br>B. identify authors or sources of narratives on the same subject and inquire into the relative credibility of each source | Use biographies, autobiographies, fictional and nonfictional narratives. |

6. describe "the times" in which various people lived

7. compare how different people have dealt with similar environmental challenges

## People in Societies

The learner will

1. compare the roles of women in various societies around the world and at different times throughout history

2. compare the main ideas of major world religions and show how they are reflected in various societies

Note similarities as well as differences and show how they are reflected in civil laws, customs, dietary habits, etc.

3. examine how different societies are and have been organized in terms of economic and social class structures and determine the extent of mobility between classes

## World Interactions

The learner will

1. utilize map skills

   A. relate the latitudinal locations of world regions to major parallels and longitudinal locations to the major meridians
   B. find the latitudinal and longitudinal extent, the greatest north/south and east/west distances, and the hemispheric locations of world regions
   C. use grid systems and compass directions to locate places
   D. distinguish between relevant and irrelevant information on a map for a specific task

2. determine specific reasons for the location of selected places in world regions and trace the historical change of a populated area to demonstrate differing influences on location

3. use geographic terms to describe physical characteristics of regions and associate with information on physical and thematic maps

4. interpret and analyze maps, charts, and graphs to formulate geographic ideas

   A. compare information on climate, vegetation, and ecosystems within and between regions
   B. determine relationships among climate, landforms and waterforms, natural vegetation, and ecosystems
   C. classify and compare political, economic, and social characteristics of past and present regions
   D. utilize time zones to compute differences in time and to describe their impact on human activities
   E. determine and explain relationships among resources, economic activities, and population distribution
   F. draw inferences about criteria used to identify areas as regions

5. examine instances of contacts between people of different regions of the world and determine the reasons for these contacts

6. examine instances of the spread of major philosophical and religious ideas

## Decision Making and Resources

The learner will

1. explore issues of resource distribution

   A. use resource maps to describe how resources are unevenly distributed around the world
   B. indicate how a nation's endowment of resources affects how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce

   C. identify a tradeoff which must be made when a resource is used to produce a good or service

2. relate issues of resource distribution to international trade

   A. infer the impact uneven distribution of resources has on international trade and opportunity costs

Comparative advantage

   B. predict the effects of a country depleting its resources, both on that country and on its trading partners
   C. suggest ways that international trade allows for more efficient use of world productive resources and increases world production

3. explain that interdependence occurs when two or more persons in regions or nations specialize and trade goods and services to satisfy their wants

   A. classify examples of goods and services that are traded between nations as imports or exports
   B. gauge the extent to which regions and nations are dependent on other regions and nations

## Democratic Processes

The learner will

1. distinguish among the characteristics and cite examples of monarchal, democratic, and dictatorial types of government

Examples should be drawn from the past as well as the present and should reflect different world cultures.

2. explain the major priorities/aims served by monarchal, democratic, and dictatorial types of government

3. discuss how policies and actions of government can promote the public good

## Citizenship Rights and Responsibilities

The learner will

1. cite examples of citizen participation in political systems around the world

2. acquire, interpret, and analyze information regarding civic issues

   A. evaluate the reliability of available information
   B. draw inferences, predict likely outcomes, and organize ideas
   C. draw conclusions by reading and interpreting data presented

Accurate use of facts, sources knowledgeable on subject, adequate support of statements

3. reflect dispositions that will enhance the learner's effectiveness in influencing group action

Such as self-discipline, diligence, responsibility

4. identify ways to resolve private and public conflicts based on principles of fairness and justice

5. identify and analyze alternatives by which civic goals can be achieved and choose the best alternative

6. work with others to consider how the public good can be promoted through voluntary and community service

# SIXTH GRADE PERFORMANCE OBJECTIVES

1. The learner will identify a significant individual from a different region of the world and discuss cause and effect relationships surrounding a major event in the individual's life

2. After selecting two societies, the learner will compare the roles of women, religious ideas, and class structures in those societies

3. Given a world map, the learner will identify physical and cultural regions and show relationships among regions

4. Given information about global resource distribution, the learner will use the information to make generalizations about why nations engage in international trade

5. Given characteristics of government, the learner will classify the characteristics as typical of a monarchal, democratic, or dictatorial type of government

6. The learner will identify and analyze alternatives through which civic goals can be achieved by working with others to choose the best alternative

# SEVENTH GRADE INSTRUCTIONAL OBJECTIVES

The seventh grade utilizes the time period of prehistory through 1490 to provide a context for the six strands of the social studies program. Events in American history are studied within the realm of world events. However, the instructional objectives are not limited to historical examples. Many comparisons can be made between modern events and historical precedents.

| Objectives | Comments/Activities |
|---|---|
| **American Heritage** | |
| The learner will | |
| 1. group events by broadly defined historical eras and develop multiple-tier time lines, entering information on multiple themes | Such as African, Asian, European, North American, and South American societies; prehistory through 1490 |
| 2. utilize centuries, millennia, and B.C. and A.D. (or BCE and CE) when discussing historical events | BCE is Before Common Era and CE is Common Era, as used in the National History Standards |
| 3. rank the importance of causative factors for given events and consider the possibility of the accidental as a causal factor in history | Such as rise and fall of early civilizations such as Sumeria, Indus Valley, Shang Dynasty, and the Hopewell civilization; rise and fall of empires such as Rome, Axum, Islam, and Inca; the Crusades; the Renaissance |
| 4. utilize historical resources | |
| A. portray the chronology of an historical narrative | |
| B. identify the central question(s) an historical narrative attempts to address and summarize the conclusions presented | |
| C. identify the elements of an argument put forth in an historical narrative | Such as facts and interpretations or opinions, relevant and irrelevant material, factual accuracy, degree of clarity |
| D. differentiate between historical facts and historical interpretations and acknowledge that the two are related | Use biographies, autobiographies, fictional and nonfictional narratives, primary and secondary sources. |

5. assess the validity of historical narratives
    A. examine historical documents to test claims and conclusions in historical narratives
    B. obtain historical data from eyewitness accounts and compare sources to determine consistency and evaluate completeness

   For example, Code of Hammurabi, Koran, Edict of Milan, Magna Carta

6. identify significant historical developments and explain their importance

   Such as the development of city-states, growth of religions, migrations of Asian people to the Americas, expansion of major empires, Cleisthenes reforms, Crusades

7. identify elements of cultures through 1490 that have impacted today's culture

   Such as the Bible, Greek democracy, Sumerian cuneiform writing

8. examine selected pre-Colombian Native American civilizations and determine their political, social, and economic structures

9. use the geographic themes of place, human relationships with environment, movement, and regions to categorize and chart examples of historic events influenced by geography

   For example, Egyptian utilization of periodic Nile flooding (human relationships with environment), increasing area of the Roman Empire made it difficult to manage (region)

## People in Societies

The learner will

1. trace and compare the development of three cultures on three different continents from prehistory to 1490 with regard to:
    A. art and literature
    B. governments
    C. philosophical and religious ideas

2. determine examples of contacts between different cultures through 1490 and discuss the consequences of those contacts

## World Interactions

The learner will

1. interpret information about places from a variety of resources

   Such as maps, globes, atlases, gazetteers, almanacs

2. identify on a map places that have served as strategic global locations in history and explain how they influenced decisions made by people
3. search for ways in which people borrow and loan cultural characteristics
4. identify ways that countries are linked by transportation and describe patterns of trade
5. describe examples of civilizations in various parts of the world that exercised great influence in their region

## Decision Making and Resources

The learner will

1. explore issues related to uneven distribution of resources, such as conditions that encourage a nation or region to specialize and why a nation may not wish to be dependent on other nations

   A resource vital to the survival of the society (basic food stuffs), a service vital to national defense (computer programming)

2. describe why trade between nations is more complicated than trade within a single nation

   For example, different currencies, price systems, rules, standards, national goals

3. identify barriers to trade and speculate about "gainers" and "losers" when trade barriers are imposed

   For example, tariffs, quotas, restrictive regulations

4. cite historical examples of regions or nations depending on trade with other regions or nations for particular goods and services

## Democratic Processes

The learner will

1. use historical examples of monarchal, democratic, and dictatorial types of government to assess the degree to which the purposes of government were achieved in each case

   Purposes of government are discussed under the Democratic Processes strand in grades three, four, and five.

2. trace the development of democratic ideas and individual rights in selected societies

   Examining the development of democratic ideas and individual rights in certain societies during specific time periods may lead to the conclusion that there was little development.

3. explain the importance of individual rights in a free society

   Political freedom

4. discuss how policies and actions of government can protect individual rights and freedoms

   Compare sections of the Ohio and United States constitutions that guarantee individual rights and freedoms with the Code of Hammurabi, the Justinian Code, and the Magna Carta.

## Citizenship Rights and Responsibilities

The learner will

1. cite historical examples of citizen participation in civic affairs

2. acquire, interpret, and analyze information regarding civic issues

   A. draw conclusions by reading and interpreting data presented in charts and graphs
   B. identify and weigh alternative viewpoints based on whether the supporting information can be demonstrated or verified
   C. differentiate between claims and conclusions

3. reflect dispositions that will enhance the learner's effectiveness in influencing group action

   Such as tolerance and integrity

4. cooperate in reaching group goals by identifying and analyzing alternatives by which the goals can be achieved and choosing the best alternative

5. help to plan, cooperate in the implementation, and reflect upon a community service project

For example, help prepare tickets, programs, etc. for school activities; serve as guides for community groups using the school; assist in preparing school facilities for assemblies or community activities, festivals, etc.
Use discussions, journals, or essays to consider the importance of community service for the public good in a democratic society

# SEVENTH GRADE PERFORMANCE OBJECTIVES

1. Given significant developments in history through 1490, the learner will explain their contribution to our cultural heritage

2. Given information about three cultures from different continents, the learner will identify common characteristics as well as differences

3. The learner will cite examples of interdependence between regions

4. The learner will discuss how countries address problems presented by the uneven distribution of resources

5. The learner will select a society and present evidence of a development of democratic ideas or individual rights

6. The learner will cooperate in reaching group goals by identifying and analyzing alternatives through which the goals can be achieved and by helping to choose the best alternative

# EIGHTH GRADE INSTRUCTIONAL OBJECTIVES

The eighth grade utilizes the time period of 1490 through 1815 to provide a context for the six strands of the social studies program. Events in American history are studied within the realm of world events. Historical events in Ohio can be used to illustrate developments on the national and world scene. The examination of historical events should not be confining, but should provide an avenue for learners to gain perspectives on today's happenings.

| Objectives | Comments/Activities |
|---|---|
| **American Heritage** | |
| The learner will | |
| 1. group events by broadly defined historical eras, examine multiple-tier time lines, and infer relationships between themes and events shown on the tiers | Such as African, Asian, European, North American, and South American societies from 1490 to 1815.<br>Check computer software programs for the capacity to display and manipulate multiple-tier time lines. |
| 2. assess the importance of causal factors for historical events, justify conclusions, and suggest examples of the accidental as a causal factor in history | Such as the Renaissance; the Reformation; rise and/or fall of the Qing Dynasty, the Mogul Empire, and the Kanem-Bornu Empire; exploration; colonization; imperial conflicts; English, American, and French Revolutions; the Constitutional Convention of 1787 |
| 3. utilize historical resources | Use biographies, autobiographies, fictional and nonfictional narratives, primary and secondary sources. |
| A. delineate the elements of an argument put forth in a historical narrative and evaluate the strength of the elements | Evaluate on the basis of: fact/interpretations or opinions, relevancy, claims/conclusions, factual accuracy, credibility of sources (primary/secondary), clarity/ambiguity. |
| B. compare multiple perspectives in the records of human experiences | Consider differing views as encountered in written work, art, music, photography, cartography. |

| | |
|---|---|
| 4. assess the validity of historical narratives | |
| A. examine historical documents to test claims and conclusions in historical narratives | Such as the English Bill of Rights, Declaration of Independence, Articles of Confederation, Northwest Ordinance of 1787, United States Constitution, the Federalist Papers, French Declaration of the Rights of Man and Citizen, and the United States Bill of Rights |
| B. obtain historical data from eyewitness accounts and compare sources to determine consistency and evaluate completeness | |
| 5. identify significant historical developments and explain their importance | Such as the explorations of Christopher Columbus, Manchu conquest of China, the American Revolution, publication of Adam Smith's *Wealth of Nations*, Tokugawa unification of Japan, creation of the Asante Confederation in Africa |
| 6. examine historical developments that have impacted today's culture | For example, the development of the presidential cabinet as established by George Washington; the emergence of American foreign policy under Presidents George Washington, John Adams, Thomas Jefferson, and James Madison |
| 7. explore how the settlement and development of the American colonies helped to create an American culture | Note that the American culture is comprised of diverse elements.<br>For example, consider the impact of the following: William Bradford, William Penn, the Mayflower Compact, the Virginia House of Burgesses, and the Maryland Act of Toleration |
| 8. investigate the relationship between geography and history | For example, changing settlement patterns, economic activities, transportation and communication development of towns and cities |
| 9. recognize Independence Day as a symbol of the United States | |
| 10. examine the national anthem as a symbol of the United States in terms of the characteristics of American democracy and the circumstances under which it was written | Characteristics of American democracy are discussed under the Democratic Processes strand in grade five. |

## People in Societies

The learner will

1. trace and compare the development of three cultures on three different continents from 1490 to 1815 with regard to:

   A. art, literature, and music
   B. science and technology
   C. philosophical and religious ideas

2. discuss the impact of the initial contacts between Europeans and Native Americans and explore the enduring legacy of those contacts

   Contacts between Native Americans and French and English in Ohio can provide local examples for discussion.

3. examine the reasons why various groups left their homelands to come to North America

4. compare the views of different cultures about the same historical development

   For example, Native Americans and white settlers on settlement, Japanese and Europeans on foreign trade

## World Interactions

The learner will

1. utilize geographic resources

   A. consult a variety of references for assistance in locating places

      Such as maps, globes, atlases, gazetteers, almanacs, city directories, telephone books

   B. use compass directions, time, and distance to describe relative location

      Focus on the United States while using Ohio and the local area for case studies.

   C. describe the location of places using formal reference systems

      Such as latitude and longitude, grid systems, street and building numbers, zip codes, area codes

   D. use mental maps to locate people, places, and environments in their spatial context

2. explain mapped and/or graphed data on population distribution, density, and size

3. explain patterns of movement in terms of physical, cultural, economic, and political barriers or inducements

   For example, Great Wall of China and Appalachian Mountains (physical barriers to migration), common language (cultural inducement to the exchange of ideas), tariffs (economic barrier to trade), grants of asylum (political inducement to migration)

| | |
|---|---|
| 4. describe how political and military interactions among nations during 1490 - 1815 influenced the shape of political boundaries and nature of resource ownership | |
| 5. recognize that political ideas go beyond national boundaries | For example, the impact of John Locke and Montesquieu on the American Revolution, the impact of the American Revolution on other countries |
| 6. discuss how mercantile theory and the establishment of colonies led to increased global trading during the 17th and 18th centuries | |

## Decision Making and Resources

The learner will

| | |
|---|---|
| 1. define an economic system and use historical examples to describe traditional and market economies **(Note: The 1988 proficiency test outcome pertaining to economic systems uses the terms capitalism, communism, and socialism.)** | For example, American tribal societies around 1500 A.D., mercantile nations of Europe around 1600 A.D. |
| 2. compare traditional and market economies in terms of how the three fundamental economic questions are addressed | What to produce, how to produce, who receives the benefits of production |
| 3. explain the economic factors motivating the independence movement of the British colonies in North America | |
| 4. identify ways in which activities of government impact economic activity | Such as taxation, mercantile policies, tariffs, trade regulations |
| 5. define taxes and identify taxes as a source of government revenue to pay for public goods and services | |
| 6. categorize types and give examples of taxes used by national, state, and local governments | |

## Democratic Processes

The learner will

1. describe the major political ideas of John Locke, Rousseau, Montesquieu, and Thomas Jefferson

2. discuss the political reasons the American colonists decided to become independent from England and explain the idea of the right of self-government as presented in the Declaration of Independence

3. examine the United States Constitution as a contract between the national government and the people of the United States and outline key provisions of that contract

   As a contract it establishes powers and responsibilities of government and specifically defines some of the rights and duties of individual citizens. It indicates that government derives its powers from the people and acts with their consent. The Constitution also limits the powers of the government (review the essential characteristics of American democracy). The principles of constitutional supremacy and federalism are also part of the contract.

4. cite events, issues, and documents that preceded the 1787 Constitutional Convention which helped form the rationale for the American constitutional contract

   Such as passage of the Quartering Act, taxation, Articles of Confederation

5. explain how the law protects individuals in the United States

   A. give examples of rights and freedoms guaranteed in the Bill of Rights
   B. apply the concept of justice, including due process and equity before the law
   C. identify instances of discrimination in learning and work environments
   D. identify legal means of dissent and protest against violations of rights

6. discuss the division of powers within the federal system of government and identify the level of government (national, state, local) responsible for addressing particular concerns of citizens

   Refer to sections of the United States Constitution that delineate the division of powers under the federal system of government. Refer to sections of the Ohio Constitution that bestow powers upon local governments.

| | |
|---|---|
| 7. compare how governmental powers are separated as legislative, executive, and judicial powers and identify the main function of each branch of government at the national, state, and local levels | Use constitutional references to support claims about powers and functions belonging to each branch of the federal and state governments. |
| 8. describe and compare the processes for making, amending, enforcing, interpreting, and repealing laws at the federal, state, and local levels (including initiative and referendum in Ohio) | |
| 9. discuss the establishment of "judicial review" | |
| 10. distinguish between elected and appointed officials at all levels of government and describe how they achieve their positions | |
| 11. identify the qualifications for voting in Ohio and compare with the constitutional protections for suffrage | Recognize that property ownership, race, gender, literacy, and certain tax payments no longer affect eligibility to vote |
| 12. classify political party activities related to providing choice in governmental leadership | Such as candidates and platforms |

## Citizenship Rights and Responsibilities

The learner will

| | |
|---|---|
| 1. cite examples of citizen participation in history | |
| 2. acquire, interpret, and analyze information regarding civic issues | |
| 3. evaluate the actions of public officials using multiple criteria | |
| 4. infer, from an examination of acknowledged leaders, the key characteristics or behaviors of group leadership | |
| 5. explore applications of the fundamental principles of American democracy | Such as popular sovereignty, constitutional government, public good, individual rights, pursuit of happiness, justice, equality, diversity, truth, patriotism |

# EIGHTH GRADE PERFORMANCE OBJECTIVES

1. Given an historical narrative, the learner will select significant changes which occurred during the time period of the narrative, discuss the importance of those changes, and place the changes on a time line while raising questions about possible cause and effect relationships

2. Given significant developments in history from 1490 to 1815, the learner will explain their contributions to the cultural heritage of the United States

3. Given information about cultures on three different continents between 1490 and 1815, the learner will select and compare two of the following:

    A. art, literature, and music
    B. science and technology
    C. philosophical and religious ideas

4. The learner will select and explain the significance of political, economic, or ideological connections between different parts of the world

5. Given a level of government, the learner will identify a service typically provided by that level and a tax typically used to support government at that level

6. Given the United States Constitution, the learner will select a portion of the document and explain the events, issues, ideas, and/or documents that influenced the development of the selected portion

7. Given a citizen concern, the learner will identify the level and branch of government responsible for addressing the concern

8. Given a set of criteria, the learner will evaluate the actions of public officials

# NINTH GRADE INSTRUCTIONAL OBJECTIVES

The ninth grade utilizes the time period of 1815 through 1919 to provide a context for the six strands of the social studies program. Events in American history are studied within the realm of world events. This time period is the immediate predecessor to the modern era and provides excellent opportunities for learners to investigate the backgrounds for today's issues.

| Objectives | Comments/Activities |
|---|---|
| **American Heritage** | |
| The learner will | |
| 1. group events by broadly defined historical eras and use time lines to explain patterns of historical continuity and change in the historical succession of related events | Such as African, Asian, Australian, European, North American, and South American societies; 1815 through 1919 |
| 2. work forward from some initiating event to its outcome recognizing cause and effect factors but also considering the accidental or irrational as a causal factor in history | Follow development and transformations. |
| 3. incorporate multiple causation into analyses and explanations of historical events | The American Civil War is an excellent example of an event with multiple causation. Students may examine causes such as slavery, states' rights, land policy and westward expansion, differences between the industrial North and the agrarian South, and tariffs. |
| 4. compare the perspectives of historical narratives | |
| A. synthesize multiple perspectives in the records of human experience | Consider differing views as encountered in written work, art, music, photography, cartography. |
| B. suggest how framing of questions, elements of argumentation, and perspective influence historical interpretation | |

5. identify significant developments in history and gauge their impact on subsequent events

   Such as political revolutions, Industrial Revolution, social reform movements, Reconstruction, European colonization of Africa and Asia, Meiji Restoration in Japan

6. draw connections between ideas, interests, beliefs, and ideologies and their influence on individual and group historical actions

   For example, consider the impact of Abraham Lincoln's ideas about slavery and the Union on his conduct of the War Between the States; the influence of the ideas of Karl Marx on Lenin and the Russian Revolution; and the influence of the Social Gospel movement on later reform efforts.

7. construct a definition of the emerging American culture of the nineteenth century and compare this culture with others around the world

   Examine historical developments that helped determine the American culture, for example, immigration patterns, growth of democratic ideas, westward expansion, growth of big business.

8. ascertain whether or not "lessons" of the past pertain to similar situations in modern times

9. use the geographic themes of place, human relationships with environment, movement, and regions to show the interrelationship between geography and historic events

   Categorize and chart examples, such as: impact of Russian winter on Napoleonic campaigning (human relationships with environment), development of sectionalism (regions), idea of "the South" (place), development of colonies and spheres of influence (regions), immigration patterns (movement)

## People in Societies

The learner will

1. trace and compare the development of three cultures on three different continents from 1815 to 1919 with regard to:

   A. art, literature, and music
   B. customs, traditions, and social developments
   C. philosophical and religious ideas
   D. relationship to the environment
   E. science and technology

2. identify various groups of immigrants that came to the United States between 1815 and 1919 and trace the social, political, and economic developments that led to the migrations

3. read narratives about individual immigrant's experiences in the United States and determine if they substantiate general summaries about immigration

4. describe the changing economic, political, and social situation of immigrants, African-Americans, and Native Americans in the United States from 1815 to 1919

   For example, students may use the ideas and activities of Frederick Douglass and Booker T. Washington to examine perspectives about the changing conditions of African-Americans during the nineteenth century.

5. compare the social, political, and economic status of women and men in the United States from 1815 to 1919

6. examine the contributions of various cultural groups and representative individuals to American society

   Examples of groups are the National Association for the Advancement of Colored People, the Ku Klux Klan, Chinese railroad workers.
   Examples of individuals are W. E. B. DuBois, Andrew Carnegie, and Walter Rauschenbusch.

7. examine the general trend of government from 1815 to 1919 to become more inclusive of various groups in American society and identify contradictions to this trend

8. analyze the social and economic impact of the transformation from an agrarian rural society to an industrialized urban society

## World Interactions

The learner will

1. compare climate patterns and graphs for the United States with climate data for other world regions and make generalizations about global climate patterns

   Construct a computer data base

2. describe ways in which natural processes and human activities contribute to global environmental problems

   Such as droughts, floods, acid precipitation, ozone depletion, urbanization, industrialization

| | |
|---|---|
| 3. examine transportation and communication systems and their impact on the diffusion of people, ideas, products, and historical events | Such as rivers, canals, railroads, interurban trollies, telegraph, telephone, postal service (mail order), satellites, FAX technology |
| 4. cite examples of social, economic, and political interdependence in history | Such as the international labor movement, British Commonwealth, Triple Alliance |
| 5. read, listen to, or view works of literature and the arts that describe particular places | For example, *Pioneer Women, Dixie*, photographs of Jacob Riis, "The Charge of the Light Brigade," *The Moldau*, *Around the World in Eighty Days* |
| 6. examine reasons why people have gone to war against each other | Such as the Crimean War, War Between the States, Spanish-American War, Boxer Uprising, World War I |
| 7. compare plans for peace at the end of wars and identify factors of different plans that prompted later conflicts or assisted in preserving peace | Such as Presidential vs. Congressional Reconstruction, negotiations at Versailles |

## Decision Making and Resources

The learner will

| | |
|---|---|
| 1. analyze the economic factors influencing the colonization of Africa and Asia by European nations and discuss the diverse reactions in different regions of the world to colonization efforts | Such as resources, trade barriers, markets |
| 2. compare the transformation of the United States from an agrarian to an industrial nation with similar transformations in other countries | |
| 3. explain the reasons for the rise of labor organizations between 1815 and 1919 and describe their impact on the economic development of the United States | |
| 4. compare the laissez-faire attitude of the United States government toward the economy through much of the 19th century with the increased activism of the government in the economy during the late 19th century and during the Progressive Era | |

5. compare the efforts of the United States government with governments in other nations to promote competition, to protect national economic interests, and to regulate economic activity

6. explain the qualities of an efficient system of taxation

Such as cost of collection, tax base, ease of compliance, ability to pay

## Democratic Processes

The learner will

1. develop a list of characteristics common to democratic governments in existence between 1815 and 1919

2. identify consequences resulting from provisions of the United States Constitution

Lack of specificity prompting calls for a bill of rights, arguments over states' rights, the need for particular amendments

3. examine how applications of the United States Constitution have changed over time and interpret applications of the document in terms of its contractual provisions and the use of the supremacy clause

Consider the amendment process, judicial interpretation, federal laws, and presidential action
Refer to grade 8 for discussion of the United States Constitution as a contract

4. distinguish between the powers held by each branch of government and determine when particular checks and balances are appropriate

5. explain "judicial review" and cite historical instances of its use

6. trace the development of political parties in the United States from 1815 to 1919, focusing on the attempts of political parties to address the significant issues of the day and the groups from which they drew their support

7. evaluate the role of political parties in the United States between 1815 and 1919 on the basis of the following criteria:

   A. effectiveness in influencing governmental policy
   B. efficacy of efforts to achieve the public good

   C. relationship to the essential characteristics of American democracy

Refer to grade 5 for the essential characteristics

8. cite examples of the importance of voter participation and political party activity

For example, the closeness of presidential elections in the Gilded Age as well as the election of 1976, identification of issues by the Populist Party as well as by H. Ross Perot in 1992

9. weigh the effectiveness of political reforms enacted to make the United States government more democratic with reforms enacted in other democratic nations

Compare electoral reforms associated with "Jacksonian Democracy" with similar reforms taking place in Great Britain.

## Citizenship Rights and Responsibilities

The learner will

1. compare opportunities for citizenship participation in various societies from 1815 to 1919 with opportunities in those same societies today
2. acquire, interpret, and analyze information regarding civic issues
   A. evaluate the reliability of available information

   Determine the credibility of a source by checking qualifications and reputations of writers, checking methods used to prepare information, and checking whether information agrees with other credible sources.

   B. identify and weigh alternative viewpoints

   Detect bias and logical fallacies, identify unstated assumptions, recognize points of view, recognize stereotypes, and evaluate the accuracy and consistency of arguments.

3. identify sources of propaganda, describe the most common techniques, and explain how propaganda is used to influence behavior
4. monitor public policy discussions for the influence of propaganda and speculate about why it is being used
5. explain why it is important for citizens to participate in the public policy process

# NINTH GRADE PERFORMANCE OBJECTIVES

1. Given significant events in history between 1815 and 1919, the learner will ascertain whether or not "lessons" of the past pertain to similar situations in modern times

2. Given information about cultures on three different continents between 1815 and 1919, the learner will select and compare at least three of the following:

   A. art, literature, and music
   B. customs, traditions, and social developments
   C. philosophical and religious ideas
   D. relationship to the environment
   E. science and technology

3. The learner will select and discuss the contributions of a cultural group or a representative individual to American society

4. Given the time period between 1815 and 1919, the learner will cite and explain at least one example each of social, economic, and political interdependence

5. Given access to background information, the learner will compare the efforts of the United States government with governments in other nations to promote competition, to protect national economic interests, or to regulate economic activity

6. Given a list of reforms enacted in the United States between 1815 and 1919, the learner will identify two and explain how they helped to make the United States government more democratic

7. Given selected narratives, the learner will determine whether they include examples of propaganda and describe the propaganda techniques being used

# TENTH GRADE INSTRUCTIONAL OBJECTIVES

The tenth grade utilizes the time period of 1919 through the present to provide a context for the six strands of the social studies program. Events in American history are studied within the realm of world events. This year provides learners with the opportunity to extend and clarify perspectives gained in previous years as they examine the issues of the twentieth century and speculate on the prospects for the twenty-first century.

| Objectives | Comments/Activities |
|---|---|
| **American Heritage** | |
| The learner will | |
| 1. work forward from some initiating event to its outcome and work backward from some issue, problem, or event to explain its causes | Follow development and transformations, identify beginnings and develop through subsequent transformations. |
| 2. demonstrate historical continuity and/or change with respect to a particular historical development or theme by reconstructing and analyzing the chronological succession and duration of events associated with it | For example, trace the Cold War with emphasis on events such as the Berlin Airlift, Korean Conflict, Cuban Missile Crisis, Richard Nixon's policy of détente, and the disintegration of the Union of Soviet Socialist Republics. |
| 3. compare competing historical narratives and assess how historians come to different interpretations<br>A. historians' choice of questions<br>B. use of sources reflecting different experiences and perspectives<br>C. interpretations of facts | Examples of issues historians have dealt with are: Were the reforms of the New Deal radical or conservative? Why was more not done by the world's nations to lessen the severity of the Holocaust? Why did the United States drop two atom bombs on Japan at the end of World War II? How should other nations have responded to apartheid in the Union of South Africa? |
| 4. evaluate major debates among historians concerning alternative interpretations of the past and project the consequences of broad acceptance of a particular position | |

5. **ascertain whether or not "lessons" of the past pertain to similar situations in modern times**

6. **identify significant individuals and groups in history, gauge their impact on specific historical events, and assess how they came to have such influence**

Such as Herbert Hoover, Adolf Hitler, Winston Churchill, Joseph Stalin, Franklin D. Roosevelt, Harry S. Truman, Mao Zedong, Fidel Castro, Peace Corps, Indira Gandhi, Golda Meir, Palestine Liberation Organization, Neil Armstrong, Nelson Mandela
Consider personal and circumstantial factors.

7. identify key historical events and explain their impact on subsequent developments

For example, Great Depression, the Holocaust, United Gold Coast Convention, Sputnik, civil rights movement, War in Vietnam, Watergate, fall of the Berlin Wall
Contact the Ohio Council on Holocaust Education for *The Holocaust: Prejudice Unleashed* — a curriculum on the Holocaust

8. suggest how past actions and decisions offer limitations and opportunities for the present

## People in Societies

The learner will

1. compare the developments of three cultures on three different continents from 1919 to the present with regard to:
    A. art, literature, and music
    B. customs, traditions, and social developments
    C. economic systems
    D. governments
    E. philosophical and religious ideas
    F. relationship to the environment
    G. science and technology

2. compare patterns of immigration to the United States in the twentieth century with earlier centuries

3. design an alternative explanation as to whether the United States is a "melting pot" or a "salad bowl" and compare the implications of each interpretation for American social development

The "melting pot" is a traditional view in which the various groups settling in the United States are considered to have melted into a new American culture. The "salad bowl" interpretation suggests that each of the groups maintains much of its own cultural identity while contributing to a common culture.

4. identify factors helping to preserve cultural identity as compared to those tending to blend cultures together

For example, ethnic festivals have tended to preserve cultural identity, whereas the national highway system and television have tended to reduce regional differences.

5. describe the efforts by African-Americans and Native Americans during the twentieth century to achieve economic and political equality

Such as Brown v. the Board of Education of Topeka, Kansas; Martin Luther King; Malcolm X; American Indian Movement; Indian land claims

6. explore the implications of the women's movement for economic, political, and social relationships

7. examine the contributions of various cultural groups and representative individuals to American society

Examples of groups are the United Farm Workers, Southern Christian Leadership Conference, and organized religions. Examples of individuals are César Chávez, Rosa Parks, and Billy Graham.

8. analyze the economic and social impact of the transformation from an industrialized, urban society to an informational, suburban society

## World Interactions

The learner will

1. utilize a variety of references to analyze and develop plausible explanations for historic and current events

Possible sources include: statistics, aerial photographs, satellite images, electronic data bases (geographic information systems)

2. use thematic and flow maps to examine global distribution of

   A. cultural characteristics to determine patterns of interdependence
   B. resources to determine patterns of comparative advantage and interdependence

| | |
|---|---|
| 3. analyze the impact of technology on communication and transportation throughout history that helped bring people of the world in closer contact | |
| 4. identify and discuss consequences of a breakdown in a major linkage in contemporary events | Such as natural disaster, satellite malfunction, strike, war, embargo |
| 5. portray examples of interdependence that exist between the local community and the rest of the state, the nation, and the world | |
| 6. examine human relationships which result from connections among regions | Such as treaties, foreign aid, international trade patterns, tourism, sports competitions |
| 7. examine historical situations and convey an understanding of key concepts in international relations | Include the concepts of state, sovereignty, nationalism, diplomacy, balance of power, and international order. |
| 8. explain how international law is formulated, applied, enforced, and adjudicated | |
| 9. compare how different governments and international agencies treat the problems of human rights | |
| 10. analyze diplomatic and military efforts to preserve world peace and advance national interests | Such as World War II, Cold War, post-Cold War era |

## Decision Making and Resources

The learner will

| | |
|---|---|
| 1. use historical examples to describe command and mixed market economies | Such as the Union of Soviet Socialist Republics and the United States during the twentieth century |
| 2. compare traditional, market, command, and mixed economies in terms of how the three fundamental economic questions are addressed | What to produce, how to produce, and who receives the benefits of production? |
| 3. cite historical examples and gauge the extent to which regions and nations have been dependent on other regions and nations | |
| 4. explain and evaluate arguments for and against free trade between nations | |

5. discuss the development toward regionalized economic cooperation and assess the potential impact on the global economy

   For example, the European Community, North American Free Trade Agreement, Pacific Rim

6. describe a business cycle and identify changes that occur in economic activities during times of contraction and expansion

7. explain and evaluate the effects of inflation and unemployment in an economy

8. identify the external benefits and costs of economic activities

   For example, pollution, conflict, social changes, scientific advances

9. discuss how activities of government impact economic activity

   Such as the provision of goods and services; regulations to promote competition, correct externalities, and protect consumers; fiscal policy; monetary policy

10. describe the principal measures of macroeconomic activity

    Such as the gross domestic product, unemployment rate, consumer price index

11. explain how the lessons of the Great Depression have impacted United States economic policy since the 1930's

## Democratic Processes

The learner will

1. differentiate democracies and totalitarian regimes with regard to purposes, processes, and structures and compile examples of each type

2. place the development of individual rights in the United States during the twentieth century in the context of international human rights

3. analyze and evaluate situations in which individual rights conflict with each other or with other important interests

   For example, fair trial v. free press, individual rights v. public good, freedom of speech v. national security

4. evaluate the role of civil disobedience in the expansion of individual rights in the United States

5. distinguish civil disobedience from other forms of law breaking and dissent and examine the arguments in support of and in opposition to civil disobedience

| | |
|---|---|
| 6. examine the role of the Supreme Court's interpretation of the 14th Amendment to the Constitution in the expansion of individual rights and cite applications of "judicial review" | Include procedural due process, substantive due process, and equal protection of the laws. |
| 7. evaluate the ways in which public interest groups and special interest groups impact efforts to achieve the public good | |
| 8. interpret the significance of interest groups in the governing process for the maintenance of a democratic society | |
| 9. cite historical examples of the importance of voter participation, political party activity, and interest group activity | Find examples of close state and local elections, note the lack of partisanship about Cold War foreign policy, identify groups associated with various "rights" movements. |

## Citizenship Rights and Responsibilities

The learner will

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|---|---|
| 1. analyze the impact of citizen participation on significant issues | Such as the civil rights movement, the effort to end the war in Vietnam, Earth Day |
| 2. analyze sources used to obtain information regarding civic issues | Include electronic networks and data bases to recognize relevant information, identify evidence, and distinguish between facts and value judgments. |
| 3. identify alternative means of participation in government, both direct and indirect, by which citizens can express their own opinions and advance their own interests | For example, interest groups (lobbying groups), political action committees, polls, media |
| 4. identify and critique the responsibilities of citizenship in a democratic society | Such as serving on a jury, being a witness, paying taxes, serving in the military, obeying the laws, voting |
| 5. associate the exercise of responsibilities with the exercise of rights | Such as courteous listening/freedom of speech, not infringing on the rights of others when exercising individual rights |
| 6. evaluate positions on the proper scope and limits of individual rights in specific situations | For example, freedom of the press in situations involving national security |
| 7. outline issues related to political participation and human rights in various nations | |
| 8. compare opportunities for citizen involvement under different forms of government | |

# TENTH GRADE PERFORMANCE OBJECTIVES

1. Given significant events since 1919, the learner will analyze their influence on current situations

2. Given competing narratives, the learner will compare the significant differences in the interpretations presented and explain why she/he prefers one to the other, prefers both, or prefers neither by evaluating the strengths of the arguments contained in the narratives

3. Given the interpretations of the United States as a "melting pot" versus a "salad bowl", the learner will determine which interpretation makes the most sense to him/her or develop his/her own interpretation and support one view with evidence from the experiences of several cultures in the United States

4. Given specific past or present events, the learner will explain how events in one region of the world can affect other regions or even have global implications

5. Given arguments for and against free trade, the learner will create and compare the implications of two scenarios: one in which barriers to free trade are enacted and the other in which free trade is practiced

6. Given a condition of inflation or unemployment, the learner will indicate strategies the government may use to counteract the condition and explain how the strategies would be appropriate

7. The learner will analyze governmental actions with respect to individual rights and explain the importance of individual rights and responsibilities in a free society

8. Given significant issues facing the United States today, the learner will identify several ways citizens can impact these issues

# ELEVENTH GRADE INSTRUCTIONAL OBJECTIVES

Choice is a focus for social studies instruction at this grade level. How political, social, and economic choices are made; who makes them; and the effects of those choices are the kinds of questions learners address during this year.

Objectives

Comments/Activities

## American Heritage

The learner will

1. use multiple historical narratives to research the connections between current events/issues and their antecedents
2. identify, analyze, and synthesize historians' arguments, explanations, or interpretations of historical events/issues
3. hypothesize the influence of the past on the present including both the limitations and the opportunities made possible by decisions in the past

   The decision by the United States to support the rebuilding of Japan after World War II has led to a political ally and an economic rival.

4. consider how different choices in the past could have led to different consequences and project how different choices in the present could lead to different consequences
5. obtain needed historical data from a variety of sources

   Library and museum collections, historic sites, photos, eyewitness accounts, newspapers, documentaries, electronic data bases

## People in Societies

The learner will

1. explain how the United States has benefited from its multicultural diversity
2. explore the roots of prejudice and identify ways of combating prejudice

3. examine reasons why people in various cultural groups preserve their culture while still participating in United States society and economy

## World Interactions

The learner will

1. locate sites of current events and identify reasons for the events occurring at those sites
2. discuss the relationship between culture, technology, and the environment

Consider how different environments represent opportunities and constraints depending on culture and levels of technology. Technology broadens opportunities and reduces constraints on the environment but sometimes causes environmental problems. Use this information to develop case studies of different regions of the world using maps, charts, graphs, pictures, and narratives which illustrate a variety of uses for physical features and the associated use of technology.

3. describe human modifications of the physical environment that have had intended as well as unintended effects and consider alternative approaches to dealing with the environment

For example, Imperial Valley, Love Canal, Aswan Dam

4. determine patterns of movement of people, ideas, products, and capital and identify the linkages that prompt interdependence among people and societies
5. identify multinational corporations and assess their role in world economic development and trade

## Decision Making and Resources

The learner will

1. explain how individuals and households exchange their resources for the income they need to buy goods and services

| | |
|---|---|
| 2. analyze the opportunity costs or trade-offs involved in the planning a budget | Create a personal or family budget to satisfy a particular set of wants within a given allotment of money. |
| 3. compare the benefits and costs of consuming (using cash or credit) versus saving | Use a decision-making grid to compare the alternatives of saving and consuming |
| 4. explain the benefits and costs of investing in human and physical capital and describe how adding new capital resources can increase productivity | Such as new technology, education, training, improved health care |
| 5. identify the functions and characteristics of money and suggest acceptable and unacceptable forms of money | Functions of money: unit of account, store of value, medium of exchange<br>Characteristics of money: divisibility, portability, acceptability, durability<br>Forms of money: coins, currency, checks, electronic transfers, credit cards |
| 6. identify types of financial institutions and explore their roles as intermediaries between households and businesses | For example, banks, savings and loans, credit unions, insurance companies, brokers |
| 7. suggest the impact of savings and credit usage on the economy | |
| 8. investigate factors that influence the supply of and the demand for resources, goods, and services | Factors influencing supply: market price, production costs, availability of resources, technological advances<br>Factors influencing demand: population, income, consumer preferences, availability and price of substitutes and compliments |
| 9. describe how supply and demand together set the market price for goods and services and how prices reflect the relative scarcity of goods and services | Read graphs that illustrate how supply and demand determine market price. |
| 10. explore how prices are used to determine how productive resources will be distributed and who will be able to consume the produced goods and services | |
| 11. examine the impact events in one market may have on other markets and the interdependence of markets | For example, production of zippers affected by decreased production of blue jeans due to new fad for blue jean jackets; oil shortage on automobile sales |
| 12. compare advantages and disadvantages of competition in the market place, find examples of ways in which businesses compete, and identify reasons why they may seek to restrict competition | |

## Democratic Processes

The learner will

1. explain the types of powers in the United States Constitution, the constitutional division and sharing of powers between the state and the national government, the constitutional prohibitions on the use of power, and the obligations of the states and the national government

2. explain the forms of cooperative sharing and intergovernmental regulation in the federal system, the politics of federal-state-local relations, and the disputes that arise over the extent of state powers and national government powers

3. identify the states and their local governments as democratic political systems with principal responsibilities for domestic functions in the United States

4. analyze governmental actions in the United States federal system on the basis of the fundamental principles of American democracy and evaluate the extent to which the actions reflect those principles and help to serve the public good

   Such as popular sovereignty, constitutional government, public good, individual rights, pursuit of happiness, justice, equality, diversity, truth, patriotism
   Use examples from the federal, state, and local levels of government.

5. examine the changing relationships between the branches of the national government and evaluate applications of the principles of separation of powers and checks and balances for serving the public good

   For example, the president's war-making powers in a nuclear age in comparison with Congress'; differences between Franklin D. Roosevelt and the Supreme Court about New Deal legislation

6. assess the relative importance of formal and informal procedures in the legislative, executive, and judicial processes

   Include legislative procedures such as recall, referendum, initiative, committee activities, legislative rules, staff roles, constituent representation, political party leadership, and interest group lobbying.
   Include executive procedures such as recall, bureaucratic inertia, legislative constraints, staff roles, civil service, and interest group lobbying.
   Include judicial procedures such as methods of obtaining office, stare decisis, judicial conference, amicus curiae briefs, and clerk roles.

7. explain the relationship of public policy to political processes and interpret policy in light of the formal and informal processes taking place within a constitutional framework

8. associate suffrage as a political right with the purposes of and qualifications for voting in Ohio's primary and general elections

9. evaluate the role of elections and political parties in facilitating the democratic process

10. describe the ways in which public officials can acquire and lose their offices while relating this accountability to the public good

## Citizenship Rights and Responsibilities

The learner will

1. compare points of agreement and disagreement among sources providing information about civic issues

2. explore the relationship which exists between the formal and informal procedures of government as a means to evaluate the role of the citizen in policy making

3. explain the importance of and decide upon the best method for citizen participation in the policy process given a particular set of circumstances

Apply at national, state, and local levels. Consider the costs and benefits of participation.

4. participate with others in evaluating public policy and work to achieve consensus on how the policy issues should be addressed

5. distinguish between voluntary efforts that involve monitoring and influencing public policy and those that do not

6. evaluate voluntary efforts in terms of what citizens gain and contribute and their effects on the common welfare

# ELEVENTH GRADE PERFORMANCE OBJECTIVES

1. Given a series of related historical events or a single historical event, the learner will project how other choices made in those instances would have different consequences for today
2. Given examples of prejudice, the learner will identify ways to deal with their manifestations
3. The learner will use an historical or current event to illustrate the intended or unintended impact of technology on the environment
4. Given an allotted income, a savings plan, and a list of expenses, the learner will prepare a personal or family budget and analyze the opportunity costs or trade-offs involved in budget decisions
5. Given a good or service, the learner will indicate factors influencing demand for and supply of the good or service
6. The learner will analyze governmental actions in terms of the fundamental principles of American democracy and evaluate the extent to which the actions reflect the principles
7. Given a question concerning public policy, the learner will outline a plan, along with its costs and benefits, to participate in the governmental process and advance the interests of a particular group

# TWELFTH GRADE INSTRUCTIONAL OBJECTIVES

The major focus of social studies instruction in the twelfth grade is to provide students with the opportunity to apply the skills and knowledge they have gained in grades pre-K through 11. The students will participate in projects that will provide them the opportunity to conduct academic research and to utilize the results of this research in considering solutions to real problems or issues. As participatory citizens, they will attempt to get their solutions implemented.

Objectives

Comments/Activities

## American Heritage

The learner will

1. use appropriate resources to research antecedent developments to current issues
2. identify, analyze, and synthesize arguments, explanations, or interpretations of antecedent developments to current issues
3. hypothesize the influence of past decisions on current issues

Past developments often affect the range of options open in particular situations

4. project the consequences of different decisions based on past experiences
5. create explanations of how current issues originated and developed

## People in Societies

The learner will

1. consider the perspectives of various cultures when analyzing current issues
2. create alternative scenarios to determine the impact and reaction of various cultures to proposed solutions to current issues

3. justify proposed solutions to current issues from the perspectives of various cultural groups

## World Interactions

The learner will

1. consider the perspectives of other nations when analyzing current issues that have international implications
2. create alternative scenarios to determine the impact and reaction of various regions or nations to proposed solutions to current issues
3. justify proposed solutions to international problems by explaining how the solutions would be acceptable to the parties involved

## Decision Making and Resources

The learner will

1. relate scarcity and distribution of resources to current issues
2. create alternative scenarios pertaining to current issues to determine the impact of personal and social economic decisions on the allocation of resources
3. justify proposed solutions to current issues by considering the costs and benefits of the reallocation of resources

## Democratic Processes

The learner will

1. consider democratic principles when designing solutions to current issues

2. create alternative scenarios pertaining to current issues to determine the impact of proposed solutions on democratic principles

3. justify proposed solutions to current issues by explaining how they adhere to democratic principles

## Citizenship Rights and Responsibilities

The learner will

1. consider the importance of registering to vote and voting in a democratic society

2. work as an individual or as part of a group on a significant issue

   A. identify the issue to be addressed
   B. research the issue utilizing the methods of social studies disciplines
   C. plan a strategy and possibly develop alternative strategies for addressing the issue and determine which strategy will be utilized
   D. identify significant people that are part of the issue or may impact the issue and communicate with them according to the strategy developed
   E. act on the strategy
   F. assess the impact of the strategy based on the results of the actions taken

3. participate in a project designed to serve the community

This project may be associated with the issue study in Objective 2 or it may be a project independent of that effort.

# TWELFTH GRADE PERFORMANCE OBJECTIVES

1. Given an issue, the learner will demonstrate an ability to solve problems by being able to conduct research, develop alternative strategies, determine the strategy most likely to result in a successful resolution, communicate with appropriate people, act on the strategy determined to resolve the issue, and evaluate the impact of the strategy undertaken
2. Given an issue, the learner will demonstrate the ability to use knowledge and skills from appropriate social studies disciplines in researching and developing solutions to the issue
3. Given an issue, the learner will demonstrate an ability to consider various perspectives when researching and developing solutions to the issue
4. Given an issue, the learner will propose alternative solutions to problems associated with the issue

# INSTRUCTIONAL CONSIDERATIONS

Social studies instruction should be as diverse as possible and encompass a wide variety of learning activities. If developed correctly, the curriculum should provide a basis for such instructional activities.

It should be noted that the instructional objectives in the *Social Studies: Ohio's Model Competency-Based Program* are arranged conceptually and not in an instructional sequence. While the *Model* attempts to provide an articulated program of content and skill development as well as linkages between the strands, it does not propose a recommended sequence of instructional activities. District curriculum planners can modify the arrangement of instructional objectives to suit local needs. Classroom teachers should be free to select and match instructional objectives within and among courses of study to create engaging instructional episodes which allow students to capitalize on the complementary aspects of various disciplines.

Social studies instruction must be more than the memorization of a multitude of disjointed facts. Too frequently, students have been exposed to instruction that has forced them to memorize numerous facts and regurgitate them on a test at the end of the week or the unit. Much of the time students are not led to understand the connections between and among the facts, and, in the rush to cover the course content, never have a chance to explore the facts they are presented in a meaningful way. This mode of instruction assures that, in the long term, students will retain little of what they have learned.

This *Model* is designed to provide students with opportunities to develop the skills necessary to think critically about the content they are learning. Students must be able to read maps, to interpret data on charts, to analyze the writings of people past and present, and to formulate conclusions, among other skills. If they are given the opportunity to utilize their skills to think critically about the content, they will retain their skill and content knowledge for a longer period of time.

The development of student skills and social studies content should not be left to isolated instances. Although the *Model* may show a particular skill only once or twice in a particular strand, curriculum developers can include the same skill in other strands as well. Classroom teachers should not limit instruction to a "once-over" approach. Social studies skills need to be explained, modeled, practiced, and applied in various contexts. Learners will incorporate these skills only if they have repeated opportunities to utilize them. In the same way, social studies content should be addressed and examined from different perspectives. The *Model* uses content to bridge the strands which organize the curriculum. Each grade level has a theme to provide content focus. Curriculum developers may think of other ways to address content from different perspectives. Teachers can create imaginative units which permit students to explore events, issues, and concepts in a variety of challenging and interesting ways.

Instruction of this sort has implications for the role of the classroom teacher. Traditional instructional models have the teacher as the center of attention in the classroom dispensing valuable information to the students. As some have observed, school becomes a place where young people go to watch older people work. School should be a place where the students work. Opportunities should be provided for them to research and explore. The teacher becomes a facilitator guiding their work. As knowledge multiplies it is increasingly difficult for any one individual to serve as a source of all factual information. Computer programs are available in many social studies areas which contain more information than a teacher or textbook. Students should have access to this kind of information and be able to utilize it in various ways. The teacher helps students do this.

Instructional materials should be as diverse as the teaching strategies. Textbooks should not be the only instructional resource utilized by students. There is a whole world of resources available, such as books, magazines, newspapers, films, videotapes, computer software, people living in the community, and pen pals in other countries. Many of the issues explored in social studies are not clear cut and involve a variety of perspectives. Students should become experienced in examining different points of view, in analyzing these perspectives, and in developing their own views that make sense to them.

Whether teachers and learners are creating social studies instructional products or are interacting locally or internationally with other classrooms or electronic information sources, social studies classrooms should have proper equipment access. While traditional equipment should continue to be available, the classroom for the next century should provide teacher and student access to technology which through telecommunications brings current world issues and news into the classroom or school resource center regularly. Teachers and students should also have access to technology which gathers and processes audio, video, and printed information and graphics. Access should also be considered for public and private educational cable services, Freenet telecommunication services, Internet, and the InfoOhio telecommunications network.

What is described in this *Model* is not intended for only "the best and the brightest," but involves everyone. Interesting activities should be provided for all learners. All students are capable of developing skills so that they can think critically about what they are learning.

Lastly, this *Model* supports instruction that enables learners to utilize several disciplines simultaneously. As students explore issues of interest and importance, they should involve as many of the social studies disciplines as appropriate for the endeavor. And social studies does not exist in a vacuum. Cultural studies may certainly involve visual art, music, and language in order to better understand a culture being examined. In exploring environmental issues, science and mathematics can be helpful in determining rates and effects of pollution and in deciding on alternative courses of action. Speaking, listening, writing, and reading skills are crucial if students are to learn to communicate with each other in the various settings in which citizens can participate in such dialogue.

If we are to have an educated citizenry capable of dealing with issues that will confront it during the twenty-first century, then we must have instruction that will prepare our students for the challenges ahead. Only as they learn to think critically about issues past and present will they be able to meet those challenges in the future.

# ASSESSMENT STRATEGIES

Assessment in the competency-based social studies program consists of two components: ongoing classroom assessments and district-wide, grade-level assessments. Both are vital in providing needed information for the overall success of the program. In order to be most effective, both need to focus on the stated goals and objectives of the social studies program.

One of the primary goals of assessment is to inform instructional planning. It is directly linked to decisions about the need to remediate, reinforce, or extend student learning. Intervention strategies cannot be planned until judgments have been reached about student performance based upon a range of assessments, both formal and informal. Once assessment information has been obtained, it can be evaluated and used to develop strategies to address perceived student needs.

## Classroom Assessment

Classroom assessment cannot be limited to classroom testing. Many of the instructional objectives found in the *Social Studies: Ohio's Model Competency-Based Program* do not lend themselves to traditional testing techniques. Using a variety of alternative assessments can help to provide a clearer picture of learning and provide a more solid foundation for intervention.

During initial instructional activities, the teacher can be engaged in ongoing assessment based upon the variety of student responses to questions, the kinds of student inquiries, the degree of student involvement or participation, and even based upon the types of student facial expressions. Interpreting classroom interactions as they take place is a form of assessment that leads to intervention as the teacher modifies the instructional strategy or practice being used. When an explanation of a skill appears to be insufficient, the teacher can model the skill. When the number of questions increases, the teacher can slow the rate of instruction. When a group or groups of students working on a task appear to have difficulty getting started, the teacher can target the individual groups to provide more elaborate directions.

After instruction has taken place, more formal types of assessments may be employed. The choice of assessment methods must take into account the nature of the instructional or performance objectives to be assessed. Teachers need to examine their instructional objectives carefully to determine the intended focus of each objective. For example, the focus could be on content, skill development, application, performance, or participation. Instructional objectives may lend themselves to one or more assessment measures. These assessment measures can include such things as questionnaires, rating scales, tests, and actual work products demonstrating that particular objectives have been accomplished.

Selected objectives from the *Model* help to illustrate the advisability of alternative forms of assessment. The assessment methods which follow are illustrative only. Teachers are encouraged to be innovative in their approaches to assessment.

***Objective under consideration:***

The learner will develop citizenship traits (assume responsibility for his/her own actions in working with others). [Third Grade Citizenship Rights and Responsibilities objective #4D]

***Assessment for this objective:***

The teacher could maintain an observational checklist of responsible interactive behaviors that had been reviewed in class and note how each student performs in situations involving others. The students could be asked to describe their own behavior, either on a checklist or in narrative form.

***Objective under consideration:***

Given information about global resource distribution, the learner will use the information to make generalizations about why nations engage in international trade. [Sixth Grade Performance Objective #4]

Because this is a performance objective, the district curriculum committee would need to edit the objective to establish the performance criteria. It might be rewritten as follows:

Given five sources about global resource distribution, the learner will use the information to make two generalizations about why nations engage in international trade and provide appropriate supporting documentation from at least three of the sources.

***Assessment for this objective:***

The focus of this objective is not on the background knowledge the student brings to the task for needed information is to be provided as a part of the assessment situation. Instead, the assessment task needs to focus on the student's ability to interpret given information and to create generalizations. The form in which the information is presented cannot be unfamiliar to the students. The assessment must focus on the learner's ability to make generalizations and not on the learner's ability to decipher information presented in a new format. Asking the student to present the argument orally and recording the argument for later review would be one way to assess this objective. The student could make the argument while role playing as a news analyst. The student's ability to make generalizations supported with compatible information from enough sources would be the basis for determining successful completion of the objective.

***Objective under consideration:***

The learner will utilize historical resources (portray the chronology of an historical narrative). [Seventh Grade American Heritage objective #4A]

***Assessment for this objective:***

This objective allows for a wide variety of student responses ranging from written narratives to time lines to History Day projects and performances. It could be assessed as part of a cooperative learning activity where "experts" examine portions of a narrative before returning to their original groups to reconstruct the chronology. It might also be part of a process-folio devoted to the utilization of historical resources. Whatever the presentation, the learner's understanding of chronology can be determined.

## Large-scale Assessment

Large-scale assessments are best suited for determining how well a social studies program is enabling students to reach the goals and objectives established as part of that program. School districts have three basic options which can be used to address the need for large-scale assessments: commercially-developed tests, Ohio's proficiency tests, and assessments developed by school districts. School districts may also use a combination of the preceding assessments. Each of these options must meet the requirements for standardized administration (all students at each grade-level throughout the district receive the same assessment, it is scored in the same manner, and is administered in an appropriate time frame).

Test items on commercially-developed tests can be examined for compatibility with a district's competency-based performance objectives. These standardized tests can be norm-referenced or criterion-referenced. Selected test items can serve as key indicators of the success of a social studies program.

Ohio's proficiency tests will increasingly be useful in evaluating the overall success of a social studies program. As the proficiency outcomes are developed based upon the *Social Studies: Ohio's Model Competency-Based Program*, it will be easy for districts to review overall proficiency test scores to gain an understanding of how the social studies program is performing.

School districts may develop their own assessments. These can be specifically tied to particular performance objectives at each grade level deemed to be the most noteworthy to the local social studies program.

School districts may also use a combination of the preceding to meet the requirements for district-wide, grade-level assessments. Comparing data from different sources can be useful in verifying the accuracy of information, checking for gaps in information, identifying overlooked problem areas, and selecting new objectives for the program to address in the future.

Classroom assessments and district-wide, grade-level assessments both provide valuable information for educators. Classroom assessments provide information which can be evaluated to assist in making important instructional decisions. District-wide, grade-level assessments enable educators to evaluate the effectiveness of the social studies program.

# INTERVENTION STRATEGIES

Recognizing that alternative or supplemental action designed to remediate, reinforce, extend, or enrich student learning relative to the specified performance objectives will sometimes be necessary, suggested intervention services are herein identified for social studies. Two very important assumptions need to be remembered:

- intervention must always be tied to assessment, and
- intervention is a shared responsibility.

These assumptions undergird any successful intervention program. The tie between intervention and assessment seems obvious. To plan and implement intervention procedures or strategies without first assessing student performance is illogical. The relationship between these two important concepts, however, is neither direct nor simple. A competency-based program developed by individuals who understand human learning, curriculum development, and social studies will include intervention and assessment components which are interrelated, which build upon each other, and which are not necessarily linear. Assessment may be formal or informal, but it should always indicate to the teacher whether intervention is necessary. This does not mean that a single assessment will necessarily indicate the need for and/or kind of intervention that should be provided. Intervention programs need to be based on the full range of assessments that are included in a district's competency-based education program.

It is widely understood and accepted that "intervention is a shared responsibility." How this responsibility is shared, and by whom, however, is not generally understood. In the broadest sense, intervention is the responsibility of all individuals who care about student achievement. Minimally, intervention should be structured through three successive levels — the classroom, the building, and the district. Ideally, these structures involve students, teachers, parents, and building and district administrators. When a student's need for intervention cannot be satisfactorily addressed by the regular classroom teacher, building and district options must be available. Building-level options might include interclass groupings, intervention assistance teams, tutorial programs, and resource/intervention rooms and teachers. District-level options might include summer school programs, extra hours programs (e.g., Saturday school), and required remedial academic courses. Provisions for intervention services, including adequate resources and appropriate staff development, should be made at all three levels.

## Classroom-Level Intervention

The primary responsibility for providing intervention, nevertheless, rests with the classroom teacher. The teacher must identify the need for intervention, design the instructional form it will take, and implement the action. This requires a great deal of skill in classroom remediation, reinforcement, extension, and enrichment techniques. The teacher must be able to use content material, instruct for specific skills and knowledge, and group students for special needs. This includes not only those students who are having difficulty in learning, but also those who are learning very quickly and easily. The ability to understand and use various diagnostic instruments, analyze assessment data, and teach prescriptively are critical elements of effective intervention. A teacher who is astute, creative, and knowledgeable in the areas of social studies and pedagogy is the key to an intervention program which meets the needs of students. While courses of study and lesson plans focus on group outcomes, intervention must focus upon the individual student. Intervention in the classroom can take place during a lesson, after a lesson, at the end of a unit, or at the end (or beginning) of a grade level. Any or all of these models will accommodate one-to-one teacher-student interaction, as well as various tutoring approaches. However, the most effective intervention point occurs during the initial instruction.

There are many instruction/intervention patterns found at the classroom level. Three of the most commonly observed patterns are characterized by (1) whole-group instruction followed by remediation or extension for individual students, (2) whole-group instruction followed by collaborative group work, and (3) group problem-solving strategies. These three patterns represent some of the most typical classroom teaching/re-teaching models. One-to-one teacher-student interaction, tutoring situations other than those involving classroom teachers, and students' use of instructional technologies to discover and explore individually represent just a few of the many other instructional models that are not as readily observable.

In the first pattern, an exemplary whole-group lesson is designed to cause students to think about the ideas that were presented, stimulate internalization of those concepts or skills, and elicit feedback as to how well the new concepts or strategies are understood. Good whole-group instruction models many of the components of effective communication. It is important that instruction be viewed as interactive among teachers and students. Understanding comes through dialogue. Students have at least half the responsibility for learning in any instructional setting. Despite this responsibility, learners respond at various rates and with varying levels of understanding. Individual student responses provide teachers with opportunities to extend, amplify, back-up, or clarify student understanding. Student responses should allow able teachers the opportunity to identify those students who have or have not fully grasped a concept. Teachers must possess a repertoire of teaching skills and strategies for initial intervention episodes. This repertoire should include listening and questioning skills, conferencing strategies, knowledge of the social studies disciplines, and ability to present concepts and ideas in formats that address various learning style strengths and motivational levels. As the instructional dialogue continues, the teacher has ample opportunity to elicit both formal and informal feedback from learners.

At some point in this process, the teacher must decide how many (as well as which) of the learners understand the lesson ideas well enough to go on to independent work. Additional efforts must be made to assist students who are not ready to consolidate ideas and proceed independently. This additional work is usually accomplished with individuals or small groups and is usually directed by the teacher. The teacher may, however, serve as a facilitator in the learning community. It is important that teachers be competent diagnosticians in order to determine the nature of student learning. Acknowledging student strengths is critical to accommodating those strengths. Understanding why students are having difficulty is critical to overcoming that difficulty.

When these gaps in understanding have been addressed, the instructional activities related to learning the initial concepts may be resumed. Since most teachers routinely do what they consider their best or most effective lesson as their initial presentation to a group, they sometimes have difficulty developing and presenting concepts using alternative approaches. Yet development of a set of alternative strategies is an important part of professional growth and is essential to meeting the intervention needs of students.

The second pattern also involves initial instruction in a whole-group setting. Good instruction in this model is as dependent on two-way interaction between teacher and student as the instruction in the first model. The difference occurs after this initial whole-group instruction. Rather than making determinations about the appropriateness of intervention based only on teacher judgment, this model depends on students working in groups to solidify concepts. Typically after teacher-centered instruction, the students are grouped to continue discussion and work on applications or extensions of the concepts and skills presented in the lesson. At the core, this model assumes that students have learned at different rates and to different degrees of understanding. It also assumes that students can effectively communicate with, and indeed, help each other to learn.

Group problem-solving strategies, the final pattern, usually present students with situations to explore, projects to complete, or tasks to perform prior to their receiving any direct instruction. Examination of the results of these efforts can facilitate the design of the next stage of instruction so that it addresses common problems faced by the learners.

At the core of classroom intervention is effective instruction aimed at each student. In general, this requires that instruction be focused as much upon the process of learning as upon what is learned. Instruction must be paced to take into account the fact that students learn at different rates. It must be structured so that applications or extensions of the concepts and skills provide students with opportunities to internalize what has been presented. Diagnoses and remediation of errors should take place as soon as possible in order to avoid the more formal intervention options available at the building and district levels.

## Building-Level Intervention

When the intervention strategies provided in the classroom are not sufficient to meet the needs of an individual student, it is sometimes necessary to provide alternatives. These alternatives may include interclass grouping (a strategy that has been employed in reading by elementary schools for years); the establishment of a resource or intervention room (appropriately staffed); tutorial programs; and a formal intervention assistance team established at the building level.

Interclass grouping might occur at either the elementary or the secondary level. This option is appropriate when groups are formed for short periods of time with highly fluid structures and membership. Since intervention is best handled at the classroom level, this alternative should be used only after the classroom teacher and/or the intervention assistance team has decided that the options for intervention within the classroom cannot meet the needs of the student. Groups can be formed when students are having difficulty or enjoying success in attaining the same or related performance objectives and there is strong evidence that the reasons for the difficulty or success are somewhat the same between numbers of students.

The establishment of an intervention or resource room is another alternative for schools to use. A center such as this is a place where students can receive valuable one-on-one attention. The persons staffing a resource center must be knowledgeable about content, methods, and materials necessary for the development of an intervention program. In addition, they must be able to implement such a program. Students for whom a traditional classroom setting is either ineffective or inefficient can benefit from an intervention center with new approaches to content, different pacing, alternative methods of instruction, and a variety of materials to use.

Tutorial programs offer practical ways to help students needing alternative social studies instruction. Tutorial programs offer a way for learners to get much needed personal attention. Again, it is important that all persons acting as tutors, whether they are volunteers, other students, or classroom teachers, receive special training both in terms of methods and content appropriate for student needs.

## District-Level Intervention

Students who continue to have unmet needs after involvement in classroom and building-level intervention programs need to be placed in district programs. These programs might include a highly individualized summer school program, a before- or after-school program during the regular school year, and in the case of secondary school students, a required remedial academic course or post-secondary enrollment option. These programs represent the most serious and costly intervention, and it is important that alternative instruction be given.

Often, students in remedial programs have had a long history of difficulty in their social studies coursework. They have not achieved expected performance levels through regular classroom instruction. Using the same instructional techniques and materials with these learners will not produce success. Intervention efforts should begin with diagnostic analyses that will reveal areas of fundamental difficulty and misunderstanding. Connections should be made from what is known to what is to be learned. Learners should have the opportunity to reconstruct knowledge in the context of new narrative materials. Skills need to be modeled for learners to imitate and then to use in a variety of settings. Repeated opportunities to apply knowledge and skills need to provided. It should be noted that for this and all other intervention programs and practices, reliance on rote memorization will not guarantee positive results. This practice takes time away from applying knowledge and skills in the contexts of participatory citizenship.

On the other hand, schools should also intervene when very capable students require more complex challenges. These students have exceeded performance expectations in the classroom. Continuing to use the same instructional techniques and materials may not produce the significant learning gains these students are capable of achieving. Opportunities to build upon classroom experiences are needed. Applying knowledge and skills in new contexts and under different circumstances should enable these students to challenged.

## Sample Intervention Strategies

Meeting the needs of an increasingly diverse student population while society's need for a well-educated citizenry continues to escalate presents educators with new challenges and opportunities. Intervention services and strategies should be considered in light of their appropriateness for situation, content, and student. Teachers have always been adept at adapting general ideas and suggestions to specific situations. This talent is nowhere more important than in the selection and implementation of intervention strategies.

A matrix is provided on the following page which summarizes the relationship of the most important components of intervention services and includes suggestions for documenting the services provided. In addition to the matrix, three intervention episodes are also provided here to assist teachers in developing intervention plans for their students.

## Intervention Episode 1 [Fifth Grade]

***Objective under consideration:***

The learner will utilize map skills (apply latitude and longitude to locate points on maps and globes). [Fifth Grade World Interactions objective #1D]

***Assessment for this objective:***

After borrowing wall maps of the continents from his intermediate teaching colleagues, Mr. Ludwig has hung them in his room. He calls groups of five students to join him by the maps as the rest of the class works on other objectives by reading narratives they have selected about individuals from the region being studied and investigating how geography affected the people from the region (addressing Fifth Grade American Heritage objectives #5 and #6). Working with a small group, Mr. Ludwig gives each student three sets of map coordinates, one at a time (e.g., 40° N, 80° W). He asks students to use the coordinates to locate the physical or cultural feature closest to the intersect. As the students make their identifications, he notes their responses and, if needed, helps them to reorient themselves.

Reviewing his notes at the end of the day, Mr. Ludwig recalls two significant instances of students experiencing difficulties. In the first instance, Kristen refused to engage in the exercise, stating repeatedly, "I can't do it." Even after offering to modify the task for Kristen by giving easier warm-up questions before the assessment tasks, Mr. Ludwig observed increased anxiety in her voice and tears beginning to form in her eyes. After reassuring her and telling her she would be able to try again some other time, he made a summary notation. In the other instance, Alan mislocated every set of coordinates. His teacher noted that Alan's locations were always in the wrong hemispheres.

Mr. Ludwig also noted that another of his students was an exception during the assessment activity. Tom not only identified features closest to the given intersects quickly and accurately, he repeatedly made comments and asked questions about how identifying locations could be made even more accurate using latitude and longitude.

# INTERVENTION SERVICES MODEL

| Level | Resources | Records | Activities |
|---|---|---|---|
| CLASSROOM | | | 1. Modify materials<br>2. Adjust instruction to learning styles<br>3. Personalize instruction<br>4. Use direct teaching<br>5. Use collaborative learning<br>6. Use learning contracts/teacher-student goal setting<br>7. Use diagnostic/prescriptive teaching<br>8. Conduct student conferences<br>9. Provide time in resource room<br>10. Develop instructional plan with student<br>11. Provide independent activities coded to specific objectives<br>12. Use flexible grouping<br>13. Provide tutoring<br>a. Peer tutoring<br>b. Volunteer tutoring<br>c. Parent tutoring<br>d. Cross-age tutoring<br>e. Cross-grade tutoring<br>14 Use attitude and interest inventories<br>15 Use outside resource personnel<br>16 Involve parents in the intervention and implementation plan<br>17 Use diagnostic self-report<br>18 Conduct personal interview |
| Intraclass grouping | Courses of study, performance objectives, appropriate instructional materials | Student folder/portfolio<br>(Folder should contain records of performance objectives mastered and allow for documentation of intervention provided) | |
| Alternative instruction | | | |
| BUILDING | | | |
| Interclass grouping | Student folder/portfolio, documentation of interclass grouping, course of study, performance objectives, appropriate instructional materials | Continue to update student folder, including evidence of student work | |
| Resource/intervention room | Student folder/portfolio, documentation of resource/intervention effort, course of study, performance objectives, appropriate instructional materials | Continue to update student folder. | |
| Tutorial program | Performance objectives, appropriate instructional materials | Complete record of intervention effort given to professional overseeing tutoring for recording in student folder. | |
| Intervention assistance team | | Update student folder and document intervention plan decided upon by the team | |
| DISTRICT | | | |
| Summer school | Courses of study, student folders/portfolio, performance objectives, appropriate instructional materials, documentation of intervention effort | Provide list of performance objectives mastered and evidence of growth to professional responsible for recording student progress | |
| In-term extra hours program(with teacher) | Performance objectives not mastered, appropriate instructional materials, documentation of intervention effort | Student folder/portfolio | |
| Required remedial academic course | Courses of study, student folder, performance objectives, appropriate instructional materials | Update student folder | |

***Planning for intervention:***

Who needs intervention? What kind of intervention should be provided?

One of the things that ought to be noted is that it is artificial to make decisions about intervention based on responses to one assessment item or situation. It is also hard to discuss intervention for these students outside the context of what the rest of the class is doing. It is clear that neither Kristen nor Adam did exactly what Mr. Ludwig hoped they would do. It is equally clear that the intervention for each student would differ markedly.

Mr. Ludwig might meet with each student individually and discuss that student's responses to the task. Those discussions and the activities which would follow constitute the intervention process. The quality and success would depend largely on Mr. Ludwig's competence as a teacher. He would need to diagnose and refine his assessment during these individual discussions. Finding out why a student did not achieve and then seeing that achievement occurs is an iterative and interactive process.

The process begins in the mind of the teacher as he or she considers the results of assessment. Mr. Ludwig reflects upon what he has observed about Kristen.

*Kristen has never refused to do classwork before this incident and she has never been this distraught in class. Kristen's fourth grade teacher said that they had practiced locating places on maps last year and she did not recall that Kristen had any difficulty. Kristen's homework has been done correctly and she displays a good grasp of other map skills. Earlier this week she gave the proper definitions for longitude and latitude and she was actively involved with her group when it used desk atlases to practice this skill. I must be missing something in her work.*

The next day, Mr. Ludwig asked Kristen if she wanted to spend some recess time in the classroom to practice using latitude and longitude. She agreed and remained behind after the other students left.

"Let's discuss what happened in class yesterday," he began.

"I just don't understand that stuff," she replied. "I just can't do it."

Sensing that this discussion was going to lead to further upset for Kristen, Mr. Ludwig decided to change his approach. He began to ask Kristen questions that reviewed map skills he knew she could use. He focused on relative and absolute location at first and gradually worked through cardinal directions to number and letter map grids. After watching her successfully plot locations on maps using number and letter grids, he told Kristen that she could take a break from her work and go out for the remainder of the recess period. He also told her that later he would be giving her an homework assignment.

That afternoon Kristen received her assignment. Mr. Ludwig gave her a photocopy of the map they had used during recess, but he had used correction fluid to cover the letters and numbers. He also used a marker pen to divide the map into quarters following the grid lines. He told Kristen to use the crossed lines like a compass and to separately number the horizontal lines above and below the horizontal mid-line using "N" and "S" as identifiers. She was to separately number the vertical lines right and left of the vertical mid-line using "E" and "W" as identifiers. He told her to bring the map to school the next day and that they would use it to plot locations just like they had done earlier at recess.

These recess and homework activities represent a first attempt at intervention. The degree of success will be determined when Kristen returns to school the next day. Further diagnosis and refinement of the activities may be necessary before the student is ready to handle the original assessment exercise.

Alan's situation was different. Once again, Mr. Ludwig had to reflect upon what he knew about his student.

*Alan could correctly find intersects based upon the degrees of latitude and longitude given, but he always placed the plots in the wrong hemispheres. North became south and east became west. He hasn't turned in any of the homework for this unit and he was absent when the small groups used the atlases to practice this skill.*

The next day Mr. Ludwig located a software package that dealt with map skills. He accessed the parts of the program dealing with compass directions as well as latitude and longitude. After previewing the material, he made a list of directions for Alan to follow. When Alan came to school, Mr. Ludwig gave him the directions and told him when he could use the classroom computer. He also called Alan's parents and asked them to check Alan's homework assignment sheets each evening to be sure that Alan completed his assignments.

Tom presented an interesting challenge for Mr. Ludwig. He was obviously ready to do more advanced work.

*I can't get over all of the questions Tom raised during the map activity. He really seems to be interested in using coordinates and his questions indicated he is on the verge of figuring out how to make locating places more precise. He brings a desk atlas from home and reads it virtually every day before class begins. Maybe I can give him some materials that will help him extend his skills.*

Mr. Ludwig decided to give Tom the opportunity to build upon his understanding of latitude and longitude. Before another class, Mr. Ludwig asked Tom how he would use latitude and longitude to locate points on a map more accurately. During the ensuing discussion, he introduced Tom to the concepts of minutes and seconds. He also gave Tom some worksheets to practice using these concepts in identifying locations.

## Intervention Episode 2 [Second Grade]

***Objective under consideration:***

The learner will utilize the concept of time in studying history (detail the chronology of a story by using calendar time to denote the beginning, middle, and end). [Second Grade American Heritage objective #1B]

***Assessment for this objective:***

Mrs. Slocum asked her students to describe the preparations and activities associated with a field trip unit devoted to identifying landforms and bodies of water (from the World Interactions strand). She provided them with a copy of the monthly calendar for the month when the unit was implemented and asked them to point to the day/date when the unit began (preparations), the day/date for the middle of the unit (the field trip), and the day/date for the end of the unit (follow-up activities). Each student had about a minute to complete the task by discussing the unit with Mrs. Slocum. She recorded in her grade book each successful completion of the task and used a self-stick note sheet to indicate students who had problems and those students who were particularly successful.

Three students had difficulty with the objective. Juan had the dates and events out of order. Max knew the right sequence but had the wrong dates. Betty knew the right dates but had the wrong sequence.

Alison appeared to be successful in accomplishing the task, but did something that concerned Mrs. Slocum. Alison had all of the information correct except for the end of the unit. She described the concluding activities and pointed to the right date for them, but indicated that the end of the unit was on an upcoming weekend and did not discuss it further. Mrs. Slocum made a special notation for Alison.

***Planning for intervention:***

Mrs. Slocum reflected on her experience with these four students.

*The instruction I provided apparently didn't work with Juan. He has had perfect attendance and has participated in all of the unit activities. How could he get things so mixed up? This objective is closely related to objectives in the measurement strand of our mathematics curriculum and we start kids ordering events based on time in kindergarten. I think I will contact Ms. Diechter and Mrs. Tambs to find out how Juan handled time measurement in math and social studies over that past two years. Maybe one of them can help.*

*I'm not sure what problems Max and Betty are having, but it would seem that what Max knows should help Betty and vice versa. I'll have them work together with a new calendar and have them sequence the events leading up to our class presentation at the Halloween assembly. Then I'll have them share their work with me so that I see them use the calendar together to discuss the events.*

*Alison really surprised me at the end of her recitation. She described perfectly what we did on the last day of the unit. Why didn't she recognize that as the end? And why would she say the unit would be over on a weekend when we don't have school then? I think I need to talk with her some more.*

The next time the class met for social studies, Juan went to see Mrs. Tambs who thought she had an idea to help him. Max and Betty went to a corner table to work on the sequencing assignment. And Mrs. Slocum invited Alison up to her desk while the rest of the class met in small groups to come up with ideas to decorate a school bulletin board with a map of the community (addressing Second Grade World Interactions objective #2 and Citizenship Rights and Responsibilities objective #3).

"Alison," began Mrs. Slocum, "I would like to talk with you about your recitation using the calendar yesterday. Do you remember doing that?"

Alison nodded that she remembered.

"Can you tell me some more about why our field trip unit ends this coming weekend?"

"'Cause that's when it does."

"But we don't have school on weekends."

"I know that!" Alison grinned.

"Well, how can our unit end on a day when we have no school?"

"'Cause I told my Daddy about our field trip and how I knew about islands, and hills, and rivers, and valleys, and stuff. And I told him I wanted to go for a ride so I could show him. He told me that I could go with him to Cleveland this weekend. So I'm still practicing and you said to tell you when we finished."

Mrs. Slocum thanked Alison for her help and Alison got up and joined one of the discussion groups. Mrs. Slocum got out her grade book and put a check mark next to Alison's name.

This teacher was initially concerned about the results of the assessment for four of her students. With a little additional questioning it was clear that Alison met the expectations that Mrs. Slocum had set. Max and Betty seemed to have relatively simple problems that they could help each other work out and Mrs. Slocum included herself as an observer and potential facilitator. Mrs. Slocum will have to contact Mrs. Tambs to see what intervention was provided and how successful it was before she decides what to do next with Juan.

## Intervention Episode 3 [Eleventh Grade]

***Objective under consideration:***

Given a question concerning public policy, the learner will outline a plan, along with its costs and benefits, to participate in the governmental process and advance the interests of a particular group. [Eleventh Grade Performance Objective #7]

Because this is a performance objective, the district curriculum committee would need to edit the objective to establish the performance criteria. It might be rewritten as follows:

Given a question concerning a current public policy issue, the learner will outline a plan, indicating at least one cost and one benefit, to participate in the governmental process with an appropriate government agency and advance the interests of a group affected by the issue.

***Assessment for this objective:***

Mr. Beal's junior class found the following question on a unit test.

President Clinton's national health care reform proposal has aroused great interest around the country. Select a group of Americans that would be affected by this proposal and outline a plan that would promote the group's interests in the governmental process. Be sure to indicate what the interests of the group are, what the costs and benefits would be to the group from its planned participation in the policy process, and state what government agency the group should address.

Upon reading his student's answers to the question, Mr. Beal was generally pleased.

However, he found Michelle's response to be troubling. Michelle wrote:

> President Clinton's national health care reform proposal has aroused great interest around the country. Older Americans would be affected by this proposal. They should organize a letter-writing campaign to their congressional representatives. If they did, they might get what they want in the proposal.

This cursory attempt to answer the question did not indicate a satisfactory response in terms of meeting the objective. One activity did not constitute much of a plan, the group's interests were not identified, only one unclear benefit was suggested, and no costs were considered. On the other hand, the identified group was one that would have a viable interest in the proposal, letter writing would be an appropriate activity in this case, and the letters would have been directed to appropriate governmental officials.

Paul's work reflected the general performance of his classmates. What made his essay answer remarkable in Mr. Beal's eyes was that it represented the first time in the entire school year that Paul exerted the kind of effort that his teacher thought he should.

***Planning for intervention:***

Mr. Beal thought about what to do.

*This is atypical writing for Michelle. I've had her in class for almost two years and she usually is right on target with her work. But during the last month, this kind of abbreviated, half-hearted effort has taken over her work. I have written suggestions on her papers and asked her to do rewrites, but she hasn't turned in anything. I have had discussions with her about her work, but the discussions have been pretty one-sided with me doing all of the talking. Lately her other teachers have been making similar observations about her work in their classes. Maybe I need to get together with her other teachers and ask the school's Intervention Assistance Team for help.*

*I am glad to see that Paul is finally producing work that reflects his talents. Something in this unit clicked with him. In a couple of classes Paul mentioned how his parents were complaining to the village council about the plans to demolish the old Adams block in spite of their efforts to have it listed on the Register of Historic Places. Maybe he finally saw a connection between his school work and the rest of his life. I need to keep this interest alive in him. The district lost in the November balloting on the school tax levy. I'll see if he would be willing to work with the committee petitioning the General Assembly to revise the method of financing schools.*

These intervention episodes are intended to illustrate the various considerations that enter into diagnosing situations which involve student learning and making prescriptive instructional responses selected and/or developed to address the specific needs of students. The relationship between assessment (collection of information about student achievement), evaluation (making judgments about student achievement), and intervention (the range of alternative instructional behaviors designed to address specific learning situations) must always be maintained. The challenge is enormous, but the rewards are priceless. This represents the very best of what teaching is about.

# GLOSSARY

**absolute location** - the location of a place which is expressed exactly through the use of a grid system

**assessment** - the collection and organization of data on student progress in achieving set objectives

**assessed curriculum** - knowledge and skills for which evidence of student achievement is collected

**attained curriculum** - knowledge and skills students actually acquire as a result of instruction

**benefit** - something that is useful to the recipient

**business cycle** - the upward and downward movement of overall economic activity over a period of years

**capital** - a factor of production; productive resources made by past human efforts used to produce other goods and services (e.g., buildings, machinery, vehicles, and tools)

**cardinal directions** - the four main points of the compass: north, south, east, and west

**causative factor** - something that actively brings about a result

**circular flow model**- a diagram that shows the flow of economic activity between the household and business sectors of a market economy (see Ohio Council on Economic Education, *K-12 Model Course of Study in Economics* for an example)

**command economy**- an economic system within which decisions are made by a governmental authority

**comparative advantage** - when one of two individuals, regions, or nations has a lower opportunity cost for producing the same good or service

**competency-based education**- a program designed to link appropriate instruction, assessment, evaluation, and intervention in assisting students to learn

**consumption** - expenditures on or the use of goods and services

**constructivism** - the idea that learning is an active process rather than a passive reception of knowledge in which students form ideas about their world by relating new information with pre-existing ideas as influenced by the social and cultural environment

**contraction** - one phase of the business cycle characterized by a downturn in overall economic activity accompanied by rising unemployment and declining real gross domestic product (a trough represents the end of a contraction)

**cooperative learning** - an instructional approach in which students share elements of a task as a team to create a common basis of knowledge for which each member of the team is accountable

**cost** - that which must be given up to obtain something else

**curriculum** - a plan of educational expectations pertaining to what students should know and be able to do in a particular discipline that guides instructional activities, use of materials, assessment, etc.

**demand** - the amounts of goods or services that buyers are willing and able to purchase at various prices in a given time period

**developmental level** - one of a series of stages in the development of the intellect which proceed from the perception of concrete objects to the formal reasoning involved in the formation and interpretation of concepts (based on Piaget's theory on the development of the intellect)

**developmentally appropriate** - curriculum and instruction designed to reflect the cognitive, motor, social, and emotional levels of the student

**diagnostic** - the practice of investigating the cause or nature of a condition or situation

**disposition** - a prevailing tendency to act in a certain manner under given circumstances

**ecosystem** - a system formed by the interaction of all living organisms with each other and the physical and chemical factors of the environment in which they live

**entrepreneurship** - a factor of production; the productive resources supplied by a profit-seeking decision-maker who decides what economic activities to engage in and how they should be undertaken

**era** - a time period set off or typified by some prominent figure(s) or characteristic feature (the Tudor era or the canal era)

**evaluation** - interpreting assessment data and making judgments about the extent of student achievement in reaching objectives

**expansion** - one phase of the business cycle in which there is a sustained increase in economic activity (a peak represents the end of an expansion)

**externalities** - the positive or negative effects that result when the production or consumption of a good or service affects people who are not directly involved in the market exchange

**factors of production** - resources used to produce goods and services (i.e., land, labor, capital, and entrepreneurship)

**fiscal policy** - the use of government spending and taxing powers to influence macroeconomic goals

**free trade** - the policy of having no restrictions over imports or exports

**flow map** - a map with arrows or lines illustrating the diffusion of people, ideas, products, etc.

**good** - any object that is capable of satisfying a human want

**grid** - an intersecting pattern of lines on a chart or map which allows for the determination of absolute location (latitude and longitude grid or number/letter road map grid)

**gross domestic product** - the total market value of a nation's production of final goods and services (those sold to the ultimate consumers) in a given period, usually one year

**implemented (taught) curriculum** - knowledge and skills for which instruction is provided

**income** - payments received by households, businesses, and governments in a given time period that may be spent or saved

**inflation** - an upward movement in the general level of prices which results in a reduction in the amount of goods and services that can be purchased with a given amount of money

**instructional objective** - indicator of what students should know and be able to do at a particular level of their educational experience

**interdependence** - reliance by people, within and between places, upon each other for ideas, goods, services, etc.

**interdisciplinary** - a curricular approach that applies knowledge from more that one discipline to examine a problem or topic

**interest** - payment for the use of capital or saving

**intermediate directions** - the points of the compass that fall between the four cardinal points (e.g., northeast, southeast, southwest, northwest)

**intervention** - alternative or supplemental action designed to remediate, reinforce, extend, or enrich student learning

**laissez faire** - a doctrine opposing governmental interference in economic affairs beyond the minimum necessary for the maintenance of peace and property rights

**labor** - a factor of production; the talents, training, and skills of people which contribute to the production of goods and services

**land** - a factor of production; productive resources occurring in nature (e.g., coal, air, natural gas, water)

**landform** - the shape, form or nature of a specific physical feature of the Earth's surface (e.g., mountains, plains, plateaus)

**linkage** - the contact and flow of ideas, information, people, and products between places

**macroeconomic** - the study of an economy as a whole

**market** - the interaction of the buyers and sellers of a particular good or service; this exchange of information about prices and quantities bought and sold need not be located in a particular place

**market economy** - an economic system that has the following characteristics: private ownership of goods and the factors of production, freedom of individuals to make economic choices, the use of prices to allocate resources, and a limited economic role for government.

**mercantilism** - the doctrine that the economic interests of a nation can be strengthened by tariffs, increased foreign trade, monopolies, and by a balance of exports over imports

**meridian** - an imaginary great circle on the surface of the Earth passing through the poles and any given place and used to measure longitude

**mixed market economy** - an economic system that contains elements of a market economy, along with elements of a command and/or traditional economy

**multiple causation** - the idea that events have more than one contributing cause

**multiple-tier time line** - a time line that utilizes two or more rows of events, each row representing a different subject or perspective occurring during the period under study (i.e., a time line of the 19th century with a separate row for the rulers of each of several dynasties)

**narrative** - story; description of related events

**network** - an areal pattern of links between points along which movement can take place

**opportunity cost** - the value of the next best alternative when an economic choice is made

**parallel** - an imaginary circle on the surface of the Earth paralleling the equator and used to measure latitude

**performance objective** - indicator of essential knowledge and skill necessary for learners to be successful at the next level of the educational experience

**portfolio** - a purposeful collection of evidence pertaining to student learning; it will contain documentation of a range of student knowledge and skill with appropriate self-selection and self-evaluation

**primary source** - an account of an event by someone who was present at the event

**process-folio** - a variation of a portfolio with selected works designed to show the development of a student's learning over time

**production** - the act of combining land, labor, capital, and entrepreneurship to make goods and services

**public policy** - the laws, regulations, and decisions that govern a political entity

**relative location** - the location of a point relative to another point or points

**secondary source** - an account of an event by someone who was not present at the event

**service** - an economic activity that satisfies a consumer's wants (not a tangible commodity)

**supply** - the amounts of goods or services that firms are willing and able to provide at various prices in a given time period

**thematic map** - a map representing a specific spatial distribution, theme, or topic (e.g., population distribution, religions of the world, types of climate)

**trade off** - the sacrifice of one option for another; the use of a resource, good, or service in a particular way precludes other uses for the same resource, good, or service

**traditional economy** - an economic system within which decisions are based on customs, beliefs, religion, habit, etc.

**transdisciplinary** - a curriculum approach that begins with a problem and brings to bear knowledge from the disciplines

**unemployment** - the state of being without work; a form of instability in an economy occurring when aggregate supply exceeds aggregate demand or resulting from a variety of social, locational, technological, and specific market factors

**want** - a psychological or physical desire that may be fulfilled through the consumption of goods and services

**written (planned) curriculum** - knowledge and skills intended for instruction

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# Appendix A

# Citizenship Proficiency Test Learning Outcomes Correlation

The following lists contain the current learning outcomes for the Fourth-grade, Sixth-grade, Ninth-grade, and Twelfth-grade Citizenship Proficiency Tests as adopted by the State Board of Education. Learning outcomes for all of the tests will be revised periodically and school districts should maintain the most current lists available.

Preceding each outcome are sets of letters and numbers that refer to relevant instructional and performance objectives in the *Social Studies: Ohio's Model Competency-Based Program*. Each set of letters and numbers has three parts. The first part identifies the grade level in which the instructional or performance objective will be found. Prekindergarten is represented by PK, kindergarten by K, and the remaining grade levels by their respective numbers.

The second part of the set identifies the strand or performance objective section in which the objective will be found. The following references are used:

| | |
|---|---|
| AH | American Heritage |
| PS | People in Societies |
| WI | World Interactions |
| DM | Decision Making and Resources |
| DP | Democratic Processes |
| CR | Citizenship Rights and Responsibilities |
| PO | Performance Objectives |

The third part of the set identifies the number/letter of the specific objective.

A reference set reading "2 AH 3A" means that an instructional objective pertaining to a given learning outcome will be found in the *Model* under the second grade American Heritage strand, objective 3A.

## Fourth-grade Learning Outcomes

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| | | | *1. Demonstrate knowledge of and ability to think about the relationship among events by: |
| PK | AH | 1 | a. identifying sequence of events in history; |
| PK | PO | 1 | |
| K | AH | 1 | |
| K | PO | 1 | |
| 1 | AH | 1 | |
| 1 | PO | 1 | |
| 2 | AH | 1B | |
| 3 | AH | 2B | |
| 1 | AH | 3 | b. grouping events by broad historical eras on a time line; |
| 2 | AH | 1C | |
| 2 | AH | 1D | |
| 3 | AH | 2A | |
| 4 | AH | 1 | |
| 2 | AH | 3 | c. recognizing that change occurs in history; |
| 3 | AH | 6 | |
| 3 | PO | 1 | |
| 2 | AH | 2C | d. identifying cause-and-effect relationships. |
| 3 | AH | 2C | |
| 4 | AH | 2 | |
| 2 | AH | 2 | 2. Identify and use sources of information about a given topic in the history of Ohio and the United States. |
| 3 | AH | 4 | |
| 4 | AH | 3 | |
| 4 | AH | 4 | *3. Relate major events and individuals in state history to time periods in the history of the nation and the world. |
| 4 | WI | 3 | |
| 1 | PS | 2 | 4. Identify the various kinds of cultural groups** that have lived or live in Ohio. |
| 3 | PS | 1 | |
| 3 | PO | 2 | |
| 4 | PS | 1 | |
| 4 | PO | 2 | |
| 3 | PS | 2 | *5. Identify or explain how various cultural groups have participated in the state's development. |
| 4 | PS | 2 | |
| 4 | PO | 2 | |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 3 | PS | 3 | *6. Identify or compare the customs, traditions, and needs of Ohio's various cultural groups. |
| 4 | PS | 6 | |
| | | | *7. Demonstrate map skills by: |
| 4 | WI | 1A | a. identifying various major reference points on the earth; |
| PK | WI | 2 | b. locating major land forms and bodies of water; or |
| 1 | WI | 2A | |
| 2 | WI | 2C | |
| 4 | WI | 1B | |
| 1 | WI | 3B | c. using a number/letter grid system to locate places on a map, a map key to understand map symbols, a linear scale to measure distances on a map, and a direction indicator. |
| 2 | WI | 2D | |
| 2 | WI | 2E | |
| 3 | WI | 1A | |
| 3 | WI | 1B | |
| 3 | WI | 1C | |
| 3 | WI | 1D | |
| 4 | WI | 1C | |
| 4 | WI | 1E | |
| 4 | PO | 4 | |
| | | | 8. Use maps and diagrams as a source of information to: |
| K | WI | 5 | a. recognize continents by their outlines and major physical features; |
| 2 | WI | 2C | |
| 4 | WI | 2A | |
| K | WI | 4 | b. recognize characteristics of major land forms and bodies of water; |
| 1 | WI | 4 | |
| 2 | WI | 2B | |
| 4 | WI | 2B | |
| 1 | WI | 4 | c. describe physical differences between places; or |
| 3 | WI | 2 | |
| 3 | WI | 6 | |
| 4 | WI | 2D | |
| 3 | AH | 6 | d. explain the influence of the natural environment on the settlement of Ohio and on changes in population patterns, transportation, and land use. |
| 4 | AH | 5 | |
| 4 | WI | 5 | |
| 3 | WI | 3 | *9. Identify or describe the location of Ohio in relation to other states, to regions of the United States, and to major physical features of North America. |
| 3 | WI | 5 | |
| 4 | WI | 4 | |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 2 | DM | 1 | 10. Identify the factors of production (land, labor, capital, and entrepreneurship) needed to produce various goods and services. |
| 3 | DM | 2 | |
| 4 | DM | 1 | |
| 4 | PO | 5 | |
| K | DM | 2 | *11. Name the resources needed to produce various goods and services, classify each resource by the factors of production, or suggest alternative uses for those factors. |
| 1 | DM | 1 | |
| 3 | DM | 2 | |
| 4 | DM | 3 | |
| 4 | PO | 5 | |
| 3 | DM | 1 | 12. Classify various economic activities as examples of production or consumption. |
| 4 | DM | 7 | |
| 4 | DP | 3 | *13. Identify the function of each branch of state government. |
| 4 | DP | 1 | 14. Identify the purposes of state government.*** |
| 4 | DP | 2 | |
| 4 | PO | 6 | |
| 3 | DP | 1 | *15. Identify or explain the purposes of local government. |
| 3 | DP | 2 | |
| 3 | CR | 2 | *16. Differentiate between statements of fact and opinion found in information about public issues and policies. |
| 4 | CR | 1 | |
| 4 | CR | 2 | |
| 4 | CR | 3 | |
| 4 | PO | 7 | |
| PK | DP | 2 | *17. Identify and assess the possibilities of group decision-making, cooperative activity, and personal involvement in the community. |
| PK | CR | 1 | |
| K | CR | 1 | |
| 2 | CR | 1 | |
| 2 | PO | 6 | |
| 3 | CR | 3 | |
| 3 | CR | 5 | |
| 3 | PO | 6 | |
| 4 | CR | 4 | |
| 1 | DP | 3 | 18. Identify the elements of rules relating to fair play. |
| 3 | CR | 3 | |
| 3 | CR | 4B | |

* The objective will appear in the first two forms (1995, 1996) of the test. Objectives not asterisked may be included in one or both forms, as space permits.

** The expression "cultural groups" refers to a number of individuals sharing unique characteristics (e.g., race, ethnicity, national origin, and religion)

*** "State government" refers to the government of a state of the United States of America.

## Sixth-grade Learning Outcomes

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| | | | 1. Demonstrate knowledge of and ability to think about the relationship among events: |
| 3 | AH | 2A | a. group significant individuals by broadly defined historical eras; |
| 4 | AH | 1 | |
| 5 | AH | 1 | |
| 6 | AH | 2 | |
| 3 | AH | 2B | b. utilize multiple-tier time lines. |
| 4 | AH | 2 | |
| 5 | AH | 2 | |
| 6 | AH | 2 | |
| | | | 2. Utilize a variety of resources to consider information from different perspectives about North America: |
| 3 | AH | 4D | a. identify the central idea an historical narrative attempts to address; |
| 4 | AH | 3A | |
| 5 | AH | 4A | |
| 4 | AH | 3B | b. inquire into the relative credibility of sources. |
| 5 | AH | 4B | |
| 6 | AH | 5B | |
| 4 | AH | 4 | 3. Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States. |
| 4 | PO | 1 | |
| 5 | AH | 1 | |
| 5 | PO | 1 | |
| 6 | AH | 1 | 4. Identify a significant individual from a region of the world other than North America and discuss cause-and-effect relationships surrounding a major event in the individual's life. |
| 6 | AH | 2 | |
| 6 | AH | 3 | |
| 6 | PO | 1 | |
| 6 | PS | 1 | 5. Compare the gender roles, religious ideas, or class structures in two societies. |
| 6 | PS | 2 | |
| 6 | PS | 3 | |
| 6 | PO | 2 | |
| 3 | PS | 2 | 6. Draw inferences about the experiences, problems, and opportunities that cultural groups* encountered in the past. |
| 4 | PS | 5 | |
| 4 | PS | 6 | |
| 5 | PS | 1 | |
| 5 | PS | 4 | |
| 5 | PO | 2 | |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 4 | PS | 2 | 7. Describe how the customs and traditions of immigrant and other groups have shaped American life. |
| 4 | PO | 2 | |
| 5 | PS | 3 | |
| | | | 8. Utilize map skills: |
| 3 | WI | 1A | a. apply latitude and longitude to locate points on maps and globes; |
| 3 | WI | 1B | |
| 3 | WI | 1C | |
| 4 | WI | 1A | |
| 4 | WI | 1C | |
| 4 | WI | 1D | |
| 5 | WI | 1B | |
| 5 | WI | 1D | |
| 6 | WI | 1C | |
| 3 | WI | 1 | b. distinguish between relevant and irrelevant information on a map for a specific task. |
| 4 | WI | 1E | |
| 4 | WI | 2C | |
| 5 | WI | 1E | |
| 6 | WI | 1D | |
| | | | 9. Interpret and analyze maps, charts, or graphs to formulate geographic ideas: |
| 5 | WI | 1D | a. utilize time zones to compute differences in time and to describe their impact on human activities; |
| 6 | WI | 1A | |
| 6 | WI | 4D | |
| 4 | WI | 2C | b. determine and explain relationships among resources, economic activities, and population distribution. |
| 4 | WI | 6 | |
| 5 | WI | 2B | |
| 6 | WI | 4E | |
| 3 | WI | 5 | 10. Use maps of North America or the world to identify physical and cultural regions and to show relationships among regions. |
| 4 | WI | 10 | |
| 5 | WI | 5A | |
| 5 | WI | 5B | |
| 5 | PO | 4 | |
| 6 | WI | 4A | |
| 6 | WI | 4C | |
| 6 | PO | 3 | |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 3 | WI | 5 | 11. Examine instances of contact between people of different regions of the world and determine the reasons for these contacts. |
| 4 | WI | 3 | |
| 4 | WI | 7 | |
| 4 | WI | 8 | |
| 5 | WI | 4A | |
| 6 | WI | 5 | |
| 4 | DM | 1 | 12. Describe the role of each factor of production in producing a specific good or service and suggest alternative uses for the resources involved. |
| 4 | DM | 3 | |
| 4 | PO | 5 | |
| 5 | DM | 10 | |
| | | | 13. Identify the factors that influence: |
| 3 | DM | 3 | a. consumer decisions to demand goods or services; |
| 3 | PO | 4 | |
| 4 | DM | 7 | |
| 5 | DM | 1 | |
| 5 | DM | 3 | |
| 4 | DM | 7 | b. producer decisions to supply goods or services. |
| 5 | DM | 4 | |
| | | | 14. Identify the factors that determine the degree of competition in a market and describe the impact of competition on a market: |
| 5 | DM | 6 | a. identify advantages and disadvantages of competition in the marketplace; |
| 5 | DM | 8 | |
| 5 | PO | 5 | |
| 5 | DM | 8E | b. explain the general relationship between supply, demand, and price in a competitive market. |
| 3 | WI | 5 | 15. Use information about global resource distribution to make generalizations about why nations engage in international trade. |
| 4 | WI | 6 | |
| 5 | DM | 9 | |
| 6 | WI | 4E | |
| 6 | DM | 1A | |
| 6 | DM | 2 | |
| 6 | PO | 4 | |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 4 | DP | 3 | 16. Identify the main functions of the executive, legislative, and judicial branches of the United States national government and cite activities related to these functions. |
| 5 | DP | 6 | |
| 5 | DP | 7 | |
| 5 | DP | 3 | 17. Interpret how examples of political activity illustrate characteristics of American democracy. |
| 5 | DP | 4 | |
| 5 | DP | 5 | |
| 5 | PO | 6 | |
| 6 | DP | 1 | 18. Classify characteristics of government that are typical of a monarchal, democratic, or dictatorial type of government. |
| 6 | PO | 5 | |
| 3 | CR | 2 | 19. Analyze information on civic issues by organizing key ideas with their supporting facts. |
| 4 | CR | 1 | |
| 4 | PO | 7 | |
| 5 | CR | 1 | |
| 5 | CR | 2C | |
| 5 | PO | 7 | |
| 6 | CR | 2 | |
| 4 | CR | 3 | 20. Identify and analyze alternatives through which civic goals can be achieved and select an appropriate alternative based upon a set of criteria. |
| 4 | CR | 4 | |
| 5 | CR | 3 | |
| 5 | CR | 4 | |
| 6 | CR | 3 | |
| 6 | CR | 5 | |
| 6 | PO | 6 | |
| 3 | CR | 3 | 21. Identify ways to resolve private and public conflicts based on principles of fairness and justice. |
| 3 | CR | 4B | |
| 5 | CR | 5 | |
| 6 | CR | 4 | |
| 6 | CR | 1 | 22. Identify examples of citizen participation in political systems around the world. |

* The expression "cultural groups" refers to a number of individuals sharing unique characteristics (e.g., race, ethnicity, national origin, and religion).

## Ninth-grade Learning Outcomes

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 8 | AH | 4A | 1. Identify the major significance of the following historic documents: Northwest Ordinance, Declaration of Independence, Constitution, Bill of Rights. |
| 3 | PS | 1 | 2. Know that many different peoples with diverse backgrounds (cultural, racial, ethnic, linguistic) make up our nation today. |
| 3 | PS | 2 | |
| 3 | PS | 3 | |
| 4 | PS | 1 | |
| 4 | PS | 2 | |
| 5 | PS | 3 | |
| 8 | PS | 2 | |
| K | AH | 6 | 3. Identify various symbols of the United States: flag, national anthem, Pledge of Allegiance, Independence Day. |
| 5 | DP | 5 | |
| 8 | AH | 9 | |
| 8 | AH | 10 | |
| 4 | WI | 4 | 4. Locate the United States, the nation's capital, the the state of Ohio, and Ohio's capital on appropriate maps of the the nation, hemisphere, or world. |
| 5 | WI | 1A | |
| 8 | WI | 1C | |
| 2 | WI | 2D | 5. Demonstrate map-reading skills, including finding directions, judging distances, and reading the legend. |
| 2 | WI | 2E | |
| 3 | WI | 1A | |
| 3 | WI | 1B | |
| 3 | WI | 1D | |
| 4 | WI | 1E | |
| 8 | WI | 1B | |
| | | | 6. Know the following economic concepts: |
| 8 | DM | 5 | a. All levels of U.S. government assess taxes in order to provide services; |
| 8 | DM | 6 | |
| 8 | PO | 5 | |
| PK | DM | 2 | b. Individuals and societies make choices to satisfy wants with limited resources; |
| K | DM | 1 | |
| 1 | DM | 2 | |
| 1 | PO | 4 | |
| 2 | DM | 3 | |
| 3 | DM | 3 | |
| 5 | DM | 1 | |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 6 | DM | 2 | c. Nations become interdependent through trade. |
| 6 | DM | 3 | |
| 6 | PO | 4 | |
| 7 | DM | 1 | |
| 7 | DM | 4 | |
| 7 | PO | 4 | |
| 8 | WI | 6 | |
| 4 | DP | 3 | 7. Identify the main functions of each branch of government (executive, legislative, judicial) at the national, state, and local levels. |
| 5 | DP | 6 | |
| 8 | DP | 7 | |
| 8 | DM | 1 | 8. Identify major economic systems: capitalism, socialism, communism. |
| 8 | DP | 6 | 9. Demonstrate an understanding of the concept of federalism by identifying the level of government (local, state, national) responsible for addressing the concerns of citizens. |
| 8 | PO | 7 | |
| 6 | DP | 1 | 10. Distinguish the characteristics, both positive and negative, of various types of government: representative democracy, monarchy, dictatorship. |
| 6 | DP | 2 | |
| 6 | PO | 5 | |
| 7 | DP | 1 | |
| 8 | DP | 8 | 11. Describe the process for making, amending, or removing laws. |
| 8 | DP | 9 | |
| | | | 12. Know how the law protects individuals in the United States. |
| 7 | DP | 4 | a. Give examples of rights and freedoms. |
| 8 | DP | 5A | |
| 8 | DP | 5B | b. Apply the concept of justice, including due process and equity before the law. |
| 8 | DP | 5C | c. Know the importance of a learning or work environment free of discrimination against individual differences. |
| 8 | DP | 5D | d. Identify legal means of dissent and protest against violation of rights. |
| 8 | DP | 12 | 13. Understand the major role of political parties in a democracy is to provide a choice in govermental leadership (i.e., candidates and platforms). |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| | | | 14. Understand the role of public officials in government. |
| 8 | DP | 10 | a. Distinguish between elected and appointed officials. |
| 8 | DP | 10 | b. Describe the ways officials can be elected or appointed. |
| 8 | CR | 3 | c. Evaluate the actions of public officials on the basis of a given set of criteria. |
| 8 | PO | 8 | |
| 5 | DP | 3B | 15. Know that voting is both a privilege and a reponsibility of U.S. citizenship. |
| 8 | DP | 11 | a. Recognize that property ownership, race, gender, literacy, and certain tax payments no longer affect eligibility to vote. |
| 8 | DP | 11 | b. Identify the qualifications for voting. |
| 8 | CR | 2 | 16. Demonstrate the ability to use information that enables citizens to make informed choices. |
| 4 | CR | 2B | a. Use more than one source to obtain information. |
| 5 | AH | 4 | |
| 6 | AH | 5 | |
| 7 | WI | 1 | |
| 4 | CR | 2B | b. Identify points of agreement and disagreement among sources. |
| 5 | CR | 2B | |
| 8 | AH | 3B | |
| 6 | AH | 5B | c. Evaluate the reliability of available information. |
| 6 | CR | 2A | |
| 7 | AH | 4C | |
| 7 | AH | 5 | |
| 8 | AH | 3A | |
| 8 | AH | 4 | |
| 2 | DM | 4 | d. Draw conclusions by reading and interpreting data presented in charts and graphs. |
| 4 | WI | 6 | |
| 6 | CR | 2C | |
| 7 | CR | 2A | |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 4 | CR | 2B | e. Identify and weigh alternative viewpoints. |
| 7 | CR | 2B | |
| 8 | AH | 3B | |
| 8 | AH | 4B | |
| PK | CR | 1 | 17. Identify opportunities for involvement in civic activities. |
| K | CR | 1 | |
| 3 | CR | 5 | |
| 5 | CR | 6 | |
| 6 | CR | 1 | |
| 6 | CR | 6 | |
| 7 | CR | 5 | |

## Twelfth-grade Learning Outcomes

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 5 | DP | 3E | 1. Understand the rationale, consequences, and applications of the Constitution, including the Bill of Rights and other amendments, as the supreme law of the land. |
| 8 | DP | 3 | |
| 8 | DP | 4 | |
| 8 | DP | 5A | |
| 9 | DP | 2 | |
| 9 | DP | 3 | |
| 8 | DP | 6 | 2. Distinguish the constitutional relationship among the several levels of government regarding reserved powers, delegated powers, concurrent powers, elastic clause, and powers denied the government. |
| 8 | PO | 7 | |
| 11 | DP | 1 | |
| 11 | DP | 2 | |
| 8 | DP | 7 | 3. Understand and apply the principles of separation of powers and checks and balances. |
| 9 | DP | 4 | |
| 11 | DP | 5 | |
| 10 | DP | 6 | 4. Identify significant features of the 14th Amendment (due process and equal protection of the laws). |
| 8 | DP | 8 | 5. Understand that lawmaking is influenced through formal and informal processes (recall, referendum, initiative, legislative committees, lobbying). |
| 11 | DP | 6 | |
| 8 | DP | 12 | 6. Understand the roles of political parties in a democratic process. |
| 9 | DP | 6 | |
| 9 | DP | 7 | |
| 10 | DP | 9 | |
| 11 | DP | 9 | |
| 8 | DP | 10 | 7. Describe the ways officials can be elected, appointed, or removed from office. |
| 11 | DP | 10 | |
| 8 | DP | 11 | 8. Know the purposes of and qualifications for voting in Ohio's primary and general elections. |
| 11 | DP | 8 | |
| 3 | PS | 2 | 9. Identify factors which have contributed to America's cutural pluralism, including historical, racial, ethnic, religious, and linguistic backgrounds of this nation's people. |
| 5 | PS | 1 | |
| 5 | PS | 3 | |
| 8 | PS | 2 | |
| 8 | PS | 3 | |
| 9 | PS | 2 | |
| 9 | PS | 6 | |
| 9 | PO | 3 | |
| 10 | PS | 7 | |
| 11 | PS | 1 | |
| 11 | PS | 3 | |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 10 | DP | 4 | 10. Understand that the evolution of democratic principles (e.g., civil rights, widening franchise) can occur through civil disobedience. |
| 5 | DP | 3B | 11. Identify the legal responsibilities of citizenship. |
| 10 | CR | 4 | |
| 10 | CR | 5 | |
| 8 | DM | 1 | 12. Understand principles of traditional, market, and command economies (as applied in nations of the world). |
| 8 | DM | 2 | |
| 10 | DM | 1 | |
| 10 | DM | 2 | |
| | | | 13. Understand the following economic concepts: |
| 4 | DM | 4 | a. Individuals and households exchange their resources for the income they need to buy goods and services; |
| 4 | DM | 6 | |
| 5 | DM | 5 | |
| 5 | DM | 6 | |
| 5 | PO | 5 | |
| 11 | DM | 1 | |
| 11 | PO | 4 | |
| 4 | DM | 1 | b. Individuals and business firms use resources to produce goods and services and generate income; |
| 4 | DM | 4 | |
| 11 | DM | 4 | |
| 5 | DM | 7 | c. Markets allocate goods and services; |
| 5 | DM | 8 | |
| 11 | DM | 9 | |
| 11 | DM | 10 | |
| 11 | DM | 11 | |
| 5 | DM | 8 | d. Competition affects markets; |
| 11 | DM | 12 | |
| 8 | DM | 4 | e. Local, state, and national governments play important roles in a market economy. |
| 8 | DM | 5 | |
| 8 | DM | 6 | |
| 8 | PO | 5 | |
| 9 | DM | 4 | |
| 9 | DM | 5 | |
| 9 | PO | 5 | |
| 10 | DM | 9 | |
| 10 | DM | 11 | |
| 10 | PO | 6 | |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 4 | WI | 2C | 14. Read maps, charts, or graphs to draw conclusions regarding natural resources and topography of the of the US and the world. |
| 4 | WI | 6 | |
| 5 | WI | 2 | |
| 6 | WI | 4 | |
| 4 | WI | 1B | 15. Locate major bodies of water, continents, and significant places in the United States, and important regions and countries of the world. |
| 5 | WI | 5 | |
| 6 | DP | 1 | 16. Compare and contrast the US representative democracy with other types of governments around the world. |
| 6 | DP | 2 | |
| 7 | DP | 1 | |
| 10 | DP | 1 | |
| 9 | AH | 6 | 17. Recognize that local and national issues can be related to those confronting the global society. |
| 9 | WI | 2 | |
| 10 | WI | 5 | |
| 10 | DP | 2 | |
| 10 | PO | 4 | |
| 11 | WI | 3 | |
| 7 | DM | 3 | 18. Recognize that a nation's foreign policy may have a worldwide impact. |
| 8 | WI | 4 | |
| 9 | WI | 7 | |
| 10 | WI | 7 | |
| 10 | WI | 10 | |
| 6 | DM | 2 | 19. Understand that geographic locations affect the political and economic systems of the world. |
| 8 | AH | 8 | |
| 9 | AH | 9 | |
| 9 | DM | 1 | |
| 10 | WI | 2 | |
| | | | 20. Demonstrate the ability to use information that enables citizens to make informed choices. |
| 4 | CR | 1 | a. Analyze sources to obtain information. |
| 4 | CR | 2C | |
| 5 | AH | 4 | |
| 5 | CR | 1 | |
| 6 | AH | 5B | |
| 7 | AH | 4C | |
| 8 | AH | 3A | |
| 9 | AH | 4B | |
| 10 | AH | 3 | |
| 10 | CR | 2 | |

| Grd. | Strd. | Obj. | |
|---|---|---|---|
| 4 | CR | 2B | b. Compare and contrast points of agreement and disagreement among sources. |
| 5 | CR | 2B | |
| 8 | AH | 3B | |
| 9 | AH | 4A | |
| 10 | AH | 4 | |
| 11 | CR | 1 | |
| 6 | AH | 5B | c. Evaluate the reliability of available information. |
| 6 | CR | 2A | |
| 7 | AH | 4C | |
| 7 | AH | 5 | |
| 8 | AH | 3A | |
| 8 | AH | 4 | |
| 9 | CR | 2A | |
| 4 | CR | 2B | d. Identify and weigh alternative viewpoints. |
| 7 | CR | 2B | |
| 8 | AH | 3B | |
| 8 | AH | 4B | |
| 9 | CR | 2B | |
| 11 | AH | 2 | |

# APPENDIX B
## NATIONAL REVIEWERS

Of the almost 100 national experts that were invited to review the *Social Studies: Ohio's Model Competency-Based Program*, the following submitted information that was most helpful in making revisions. The assistance of the following experts is truly appreciated.

Charlotte C. Anderson, President, Education for Global Involvement and Past President, National Council for the Social Studies

James L. Barth, Professor of Social Studies Education, Purdue University

Diane L. Brooks, Administrator, History-Social Science and Visual and Performing Arts Office, California Department of Education

Samuel C. Chu, Professor of History, The Ohio State University

Christine L. Compston, Director, History Teaching Alliance and National History Education Network

Michael Fischer, Center for Civic Education and the National Standards in Civics and Government

James B. Gardner, Acting Executive Director, American Historical Association

Robert Highsmith, Vice President for Program and Research, National Council on Economic Education and the National Standards in Economics

Marilynn Hitchens, Past President, The World History Association

Sharon Kaohi, Social Studies Specialist, Hawaii Department of Education

Roberta Martin, Director, East Asian Curriculum Project

Mary A. McFarland, Social Studies Coordinator, Parkway School District, Chesterland, Missouri and Past President, National Council for the Social Studies

Margit McGuire, Teacher Educator, University of Seattle and Past President, National Council for the Social Studies

William H. McNeill, Professor of History, Emeritus, University of Chicago

Walter C. Parker, Associate Professor of Education, University of Washington

Joann Prewitt, Social Studies Specialist, Mississippi Department of Education

Eric Rothschild, Organization of American Historians

Don Schneider, Professor, University of Georgia; Chair, National Council for the Social Studies Standards Task Force; and Past President, National Council for the Social Studies

Warren Solomon, Social Studies Consultant, Missouri Department of Education

Peter N. Stearns, Carnegie Mellon University

Linda S. Wojtan, Coordinator, National Precollegiate Japan Projects Network